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ABSTRACT

This student workbook consists of 23 career exploration/career development activities in the form of checklists, inventories, charts, and forms. Included among the activities provided are a work activities checklist, a work situations checklist, an interest checklist, a school subject chart, and a matrix on which to consolidate the information gathered in these inventories. Worker trait group descriptions are listed for 66 occupational groups. Also provided are worksite selection and worksite update forms and site placement and site visit records. An aptitude checklist and inventories to assess employability functional life, reading, and math skills are included. The remaining sections contain a learning activity sheet, an individualized education plan, a form to record student appointments with instructors/counselors, and a career exploration guide. (MN)

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ED209436

Career Exploration and Career Development

Student Workbook

Division of Student Services
Kentucky Department of Education
Raymond Barber, Superintendent

CE 030 368

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FOREWORD

This document is one of several produced for the Kentucky Department of Education by the University of Kentucky, College of Education, Center for Professional Development as part of a contract entitled Project READY. Funds for this project have been provided through a contract awarded to the Department of Education by the Office of Special Governors' Grants, Bureau for Manpower Services under the direction and cooperation of Charles Furr. These materials are the property of the Commonwealth of Kentucky and, therefore, may not be reproduced for commercial purposes. However, they may be reproduced for use within local school districts. Others may be granted this right by requesting written permission from the Kentucky Department of Education or the Department for Human Resources.

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Overall responsibility for the day-to-day administration of this project has rested within the Division of Student Services, Department of Education since August 1980.

1981

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I.

INTRODUCTION

Learning is a gift. It begins at birth and continues through our entire lives. New experiences continue to add to our knowledge and feelings. We become a product of all of our experiences.

Learning is so natural we don't always know it is happening. Other times it is planned and we are aware of it, like in schools.

This workbook will help you get the most out of some experiences you are going to have as part of this program. The materials will:

1. help you see where you have been before;
2. understand where you are today;
3. and plan where you want to be tomorrow.

As you read these materials be sure to work closely with others in the program and especially your teacher/counselor.

II.

GENERAL INFORMATION

Complete the blanks below. If you cannot fill in one or more of the blanks (like your social security number) get it when you go home today and then complete the form.

Name____

Address______________________________________

____

___________________________Zip Code_________

Phone (Area Code)_____ ____________________

Transportation (How do you plan to get to your work site(s)? __________

____

____

____

____

Social Security Number______________________________

Date of Birth__________________________________

Class Schedule:

III

WORK ACTIVITIES CHECKLIST

The first step in helping you decide where you are and want to be is to complete this checklist. Complete each number to show how you feel about activities of different jobs. For each activity circle the number on the right that shows how you feel about doing it. The numbers mean:

+2	Would like the activity very much.
+1	Would like the activity.
0	Neutral. Would neither like nor dislike the activity.
-1	Would dislike the activity.
-2	Would dislike the activity very much.

1. DEALING WITH THINGS AND OBJECTS

Workers do physical work with materials. They often use tools, machines, or vehicles. They may pull, push, or lift. They may do more difficult tasks such as adjusting and controlling things. Also, workers may use knowledge and reasoning skills to make decisions.

+2 +1 0 -1 -2

2. BUSINESS CONTACTS WITH PEOPLE

Workers deal with others in many different situations. They set up business meetings to sell, buy, talk, listen, promote, and bargain. To follow through workers organize, trade, or present ideas and facts about their products or services.

+2 +1 0 -1 -2

3. ORGANIZED AND ROUTINE TASKS

Workers usually repeat the same task many times. These tasks can typically be done in a short time. Workers are generally organized to get the most work done in the least time. In general, jobs and methods are set up ahead of time. The worker does not usually make decisions, rather he follows directions.

+2 +1 0 -1 -2

4. HELPING PEOPLE

Workers help to keep or improve the physical, mental, emotional, or spiritual well being of others. Workers need to speak and listen well. They may communicate simple ideas. They may also deal with complex principles of human growth to teach, train, or help others. Some workers may care for or train animals.

+2 +1 0 -1 -2

5. RECOGNITION FROM OTHERS

Workers may lead, plan, control, or manage the work of others. Some workers may have jobs in acting, sports, art, or music. As a result, they gain status, recognition, or appreciation from others. In most cases, workers are involved at a high level with facts and people.

+2 +1 0 -1 -2

6. COMMUNICATION OF IDEAS

Workers give ideas and information to others through writing, acting, music, or designing. They may inform others through radio or T.V. Workers may also be in direct contact with the people they inform.

+2 +1 0 -1 -2

7. SCIENTIFIC AND TECHNICAL TASKS

Workers may do studies, evaluate, explain, and record scientific information. They may use scientific or technical methods, instruments, and equipment in their work.

+2 +1 0 -1 -2

8. UNUSUAL AND CREATIVE TASKS

Workers use complex mental skills to create new knowledge or new ways to apply what is already known. They may solve difficult problems or design projects and methods. Workers may use new ways to express ideas, feelings, and moods. They may also use imagination to create ideas and objects.

+2 +1 0 -1 -2

9. MACHINES AND PROCESSING

Workers may plan, schedule, process, control, direct, and evaluate data and things. There may be contact with people, but dealing with people is not important to the work.

+2 +1 0 -1 -2

10. PRODUCING THINGS

Workers use physical skills to work on or make products. Often tools, machines, or measuring devices are used to make or change a product. Workers may build, repair, alter, or restore products.

+2 +1 0 -1 -2

Look back over your rankings. Find the 3 activities you marked highest--you liked them best. List the numbers (to the left) of the activities in the boxes below in order.

☐ 1st choice

☐ 2nd choice

☐ 3rd choice

IV

WORK SITUATIONS CHECKLIST

This checklist is just like the last one except it asks about work situations rather than activities. Read each situation and mark the numbers on the right. On this checklist the numbers mean:

+ 2	Would like the situation very much.
+ 1	Would like to try the situation.
0	Neutral. Am not sure if I would like the situation.
- 1	Don't think I would like [illegible] situation.
- 2	Would not like the situation at all.

1. FREQUENTLY CHANGING DUTIES

Workers perform a variety of duties, often changing from one task to another. Many duties require workers to use different skills, knowledge, and abilities. They may need to use different methods or materials. They may also have to change work locations. In changing tasks, workers must be calm and keep doing a good job.

+2 +1 0 -1 -2

2. ROUTINE TASKS

Workers do the same tasks over and over. They may not change the tasks or the order in which they do them. Work assignments are short and follow a certain method or order. Very little judgment is required.

+2 +1 0 -1 -2

3. PLANNING AND DIRECTING

Workers plan, direct, or control an entire activity, project, or program. As leaders, they coordinate, supervise, and are responsible for the work of others. They make decisions and keep up-to-date on new information about their work.

+2 +1 0 -1 -2

4. DIRECT DEALING WITH PEOPLE

Workers deal directly with other people. They must deal with people at a higher level than giving or taking instructions. Workers must be pleasant and helpful in their contacts with people.

+2 +1 0 -1 -2

5. INFLUENCING OTHERS

Workers influence people by changing their thinking and behavior. Workers must be able to understand people and talk with them. They influence how people feel about a product, a service, or other people. This influence is made by providing new information or ideas in a direct or indirect way.

+2 +1 0 -1 -2

6. WORKING UNDER PRESSURE

Workers deal with situations involving possible danger and risk. Workers must have self-control and take action in unexpected or critical situations. This may also be involved with tasks where speed and close attention to detail create pressure.

+2 +1 0 -1 -2

7. USING JUDGMENT

Workers use personal judgment and the five physical senses to make decisions. No standard or right answers exist upon which to base the decisions. They are based upon the training, experience, or values of the workers.

+2 +1 0 -1 -2

8. RATING BY ST[illegible]

Workers make decisions based upon information or standards that can be measured or checked. Facts and set procedures are used rather than personal judgment.

+2 +1 0 -1 -2

9. INTERPRETING

Workers use creative thinking to interpret and express feelings, ideas, or facts. Some workers focus on the way they communicate (such as speaking, singing, or acting). Others communicate through products, such as photographs, designs, songs, or paintings.

+2 +1 0 -1 -2

10. WORKING WITHIN LIMITS

Workers must pay strict attention to details. Tasks must be completed with accuracy within exact standards or time limits. The quality of the product or service is directly related to the performance of the workers.

+2 +1 0 -1 -2

As you did on the last checklist, look over your ratings and pick out the 3 situations you like best. Use your ratings as a guide. Mark the number of your 1st, 2nd, and 3rd choices below.

☐ 1st choice

☐ 2nd choice

☐ 3rd choice

V.

INTEREST CHECKLIST

This checklist will help you decide what you like to do. Read each statement carefully and place a ✓ under the 'L' for Like, '?' for Not Sure or the 'D' for Dislike. There are no right or wrong answers so just mark each one exactly as you feel.

01.01

	L	?	D
Write short stories or articles	___	___	___
Edit work of writers	___	___	___
Write opinions of books or plays	___	___	___

01.02

	L	?	D
Teach classes in oil painting	___	___	___
Carve figures of people or animals	___	___	___
Design artwork for magazines	___	___	___

01.03

	L	?	D
Direct plays	___	___	___
Perform magic tricks in a theater	___	___	___
Announce radio or TV programs	___	___	___

01.04

	L	?	D
Conduct an orchestra	___	___	___
Write music	___	___	___
Play a musical instrument	___	___	___

01.05

	L	?	D
Create routines for dancers	___	___	___
Dance in a show	___	___	___
Teach dance	___	___	___

01.06

	L	?	D
Fix damaged works of art	___	___	___
Carve designs in blocks for greeting cards	___	___	___
Design and paint signs	___	___	___

01.07

	L	?	D
Analyze handwriting	___	___	___
Introduce acts in a circus	___	___	___
Guess weight of people at a carnival	___	___	___

01.08

	L	?	D
Model clothing	___	___	___
Pose for a fashion photographer	___	___	___
Be a stand-in for a television star	___	___	___

02.01

	L	?	D
Develop chemical processes to solve problems	___	___	___
Analyze facts on weather	___	___	___
Develop ways to control air or water pollution	___	___	___

02.02

	L	?	D
Study animal diseases	___	___	___
Develop ways to grow crops	___	___	___
Develop new ways to process food	___	___	___

02.03

	L	?	D
Check and correct teeth	___	___	___
Check and treat sick animals	___	___	___
Give medical treatment to people	___	___	___

02.04

	L	?	D
Prepare medicines by prescription	___	___	___
Study blood using a microscope	___	___	___
Test samples of gold or silver	___	___	___

03.01

L ? D

Manage a beef or dairy ranch ___ ___ ___
Run a commercial fish farm ___ ___ ___
Manage the use and development of forest lands ___ ___ ___

03.02

Supervise farm workers ___ ___ ___
Supervise a logging crew ___ ___ ___
Supervise a park maintenance crew ___ ___ ___

03.03

Train horses for racing ___ ___ ___
Feed and care for animals in a zoo ___ ___ ___
Bathe and groom dogs ___ ___ ___

03.04

Pick vegetables on a farm ___ ___ ___
Catch fish as a member of a fishing crew ___ ___ ___
Trim branches and limbs from trees ___ ___ ___

04.01

Direct police activities ___ ___ ___
Give tickets to speeding motorists ___ ___ ___
Enforce fish and game laws ___ ___ ___

04.02

Guard inmates in a prison ___ ___ ___
Guard money in an armored car ___ ___ ___
Fight fires to protect life and property ___ ___ ___

05.01

Plan and design roads and bridges ___ ___ ___
Design electrical equipment ___ ___ ___
Plan construction of a water treatment plant ___ ___ ___

05.02

L ? D

Direct operations of a power plant ___ ___ ___
Direct construction of buildings ___ ___ ___
Supervise operations of a coal mine ___ ___ ___

05.03

Survey land to make boundaries ___ ___ ___
Make drawings of equipment for technical manuals ___ ___ ___
Run a radio transmitter ___ ___ ___
Design and draft master drawings of automobiles ___ ___ ___
Direct air traffic from an airport control tower ___ ___ ___
Do water pollution tests ___ ___ ___

05.04

Pilot a commercial aircraft ___ ___ ___
Run a ferry boat ___ ___ ___
Be captain of an oil tanker ___ ___ ___

05.05

Build frame houses ___ ___ ___
Make and repair false teeth ___ ___ ___
Prepare and cook food in a restaurant ___ ___ ___
Plan, install and repair electrical wiring ___ ___ ___
Repair and overhaul autobiles ___ ___ ___
Set up and run printing equipment ___ ___ ___

05.06

Run generators at an electric plant ___ ___ ___
Run boilers to heat a building ___ ___ ___
Run water purification equipment ___ ___ ___

05.07

Inspect fire-fighting equipment ___ ___ ___
Check aircraft for mechanical safety ___ ___ ___
Grade logs for size and quality ___ ___ ___

05.08

L ? D

Drive a tractor-trailer truck ___ ___ ___

Run a locomotive ___ ___ ___

Drive motorboat to carry people ___ ___ ___

05.09

Ready items for shipment and keep records ___ ___ ___

Receive, store and send out merchandise ___ ___ ___

Write down amount and kind of cargo on ships ___ ___ ___

05.10

Develop film to produce negatives or prints ___ ___ ___

Fix small electrical appliances ___ ___ ___

Paint houses ___ ___ ___

05.11

Run a bulldozer to move earth ___ ___ ___

Run a crane to move materials ___ ___ ___

Run an oil drilling rig ___ ___ ___

05.12

Recap automobile tires ___ ___ ___

Run a copying machine ___ ___ ___

Clean and maintain office buildings ___ ___ ___

06.01

Set up and run a lathe to cut and form metal ___ ___ ___

Drill tiny holes in industrial diamonds ___ ___ ___

Hand polish lenses for glasses ___ ___ ___

06.02

Run a drill press ___ ___ ___

Run a power saw in a woodworking factory ___ ___ ___

Put refrigerators and stoves together in a factory ___ ___ ___

06.02 (con't.)

L ? D

Run a power sewing machine to make clothing ___ ___ ___

Run a dough-mixing machine for making bread ___ ___ ___

Put together electronic equipment ___ ___ ___

06.03

Check bottles for defects ___ ___ ___

Sort fruit by size ___ ___ ___

Test electronic parts before shipment ___ ___ ___

06.04

Run a grinding machine in a factory ___ ___ ___

Work on a factory assembly line ___ ___ ___

Run a machine that fills containers ___ ___ ___

Hand package materials and products ___ ___ ___

Assemble parts to make venetian blinds ___ ___ ___

Drive a fork-lift truck to move materials ___ ___ ___

07.01

Take dictation, type and handle business details ___ ___ ___

Search records to decide land ownership ___ ___ ___

Keep records on real estate sales ___ ___ ___

07.02

Keep charge account records ___ ___ ___

Keep time card records ___ ___ ___

Figure average weekly production from daily records ___ ___ ___

07.03

Receive and pay out money in a bank ___ ___ ___

Sell tickets at places of entertainment ___ ___ ___

Operate a cash register in a grocery store ___ ___ ___

07.04

	L	?	D
Answer questions at an information counter			
Operate a telephone switchboard			
Interview persons wanting to open checking accounts			

07.05

Check typewritten material for errors			
Keep up with worker records			
Deliver mail to homes and businesses			

07.06

Type letters and reports			
Run a computer terminal to send or receive information			
Run a billing machine to prepare customer bills			

07.07

File office letters			
Find and replace library books on shelves			
Handstamp return addresses on envelopes			

08.01

Sell telephone and other communication equipment			
Sell newspaper advertising space			
Select and buy fruits and vegetables for resale			

08.02

Sell automobiles			
Show products at a trade show			
Sell articles at auction to highest bidder			

08.03

	L	?	D
Sell articles from door to door			
Sell candy and popcorn at sports events			
Drive a truck to sell ice cream			

09.01

Be a counselor for children at vacation camp			
Greet and seat customers in a restaurant			
Serve meals to airline passengers			

09.02

Give haircuts			
Style, dye and wave hair			
Give scalp-conditioning treatments			

09.03

Drive a bus			
Drive a taxi cab			
Teach automobile driving skills			

09.04

Wait on tables in a restaurant			
Park cars			
Cash checks and give information to customers			

09.05

Check passenger luggage			
Help hotel guests get taxi cabs			
Run a carnival ride			

10.01

Plan and carry out religious activities			
Work with juveniles on probation			
Help people with personal or emotional problems			

10.02

L ? D

Give nursing care to hospital patients ___ ___ ___

Plan and give physical therapy treatment to patients ___ ___ ___

Teach the blind to read Braille ___ ___ ___

10.03

Give hearing tests ___ ___ ___

Care for children in an institution ___ ___ ___

Ready patients for examination by doctor ___ ___ ___

11.01

Work with computers to solve problems ___ ___ ___

Collect and study numbers ___ ___ ___

Decide insurance rates ___ ___ ___

11.02

Teach courses in high school ___ ___ ___

Teach vocational education courses ___ ___ ___

Manage the library program for a community ___ ___ ___

11.03

Do research to develop new teaching methods ___ ___ ___

Do research to understand social problems ___ ___ ___

Review and analyze ecomonic data ___ ___ ___

11.04

Be a court judge ___ ___ ___

Help people with legal problems ___ ___ ___

Settle pay arguments between workers and their bosses ___ ___ ___

11.05

L ? D

Manage a department of a large company ___ ___ ___

Plan and direct work of a government office ___ ___ ___

Buy supplies and equipment for a large business ___ ___ ___

11.06

Look at records of money earned/spent to figure taxes ___ ___ ___

Decide whether or not to loan money ___ ___ ___

Buy and sell stocks and bonds for people ___ ___ ___

11.07

Be in charge of a large hospital ___ ___ ___

Be the principal of a school ___ ___ ___

Be in charge of a museum ___ ___ ___

11.08

Write news stories for TV reports or newspapers ___ ___ ___

Broadcast news over radio or TV ___ ___ ___

Be in charge of a newspaper ___ ___ ___

11.09

Plan advertising programs for an organization ___ ___ ___

Raise money for a non-profit group ___ ___ ___

Speak to Congressmen in Washington about passing a law ___ ___ ___

11.10

Direct investigations to enforce banking laws ___ ___ ___

Inspect work areas to find unsafe working conditions ___ ___ ___

Inspect cargo to enforce custom laws ___ ___ ___

11.11

	L	?	D
Manage a hotel or motel	___	___	___
Be in charge of a branch office of an insurance company	___	___	___
Manage a grocery, clothing or other store	___	___	___

11.12

Check into/settle insurance claims	___	___	___
Obtain leases for outdoor advertising sites	___	___	___
Sign up people to give concerts or perform plays in a theatre	___	___	___

12.01

	L	?	D
Manage a professional baseball team	___	___	___
Referee sporting events	___	___	___
Drive in automobile races	___	___	___

12.02

Be a trapeze artist in a circus	___	___	___
Do stunts for movie or TV scenes	___	___	___
Be a juggler	___	___	___

Go back to the beginning of this Interest Checklist and find those items checked under the L. Choose the 5 you like best and star them in the left margin. Once you have 5 starred, then circle the number above each of these 5 items.

The last step is to make √s on the Interest Checksheet. It is the next page in your workbook. Place a √ beside the items that match the 5 numbers you have circled. You should have 5√s on the checksheet when you are finished. Ask for help if you need it.

VI

INTEREST CHECKSHEET

	No.	Title
___	01.01	Literary Arts
___	01.02	Visual Arts
___	01.03	Performing Arts: Drama
___	01.04	Performing Arts: Music
___	01.05	Performing Arts: Dance
___	01.06	Technical Arts
___	01.07	Amusement
___	01.08	Modeling
___	02.01	Physical Sciences
___	02.02	Life Sciences
___	02.03	Medical Sciences
___	02.04	Laboratory Technology
___	03.01	Managerial Work: Nature
___	03.02	General Supervision: Nature
___	03.03	Animal Training & Care
___	03.04	Elemental Work: Nature
___	04.01	Safety & Law Enforcement
___	04.02	Security Services
___	05.01	Engineering
___	05.02	Managerial Work: Mechanical
___	05.03	Engineering Technology
___	05.04	Air & Water Vehicle Oper.
___	05.05	Craft Technology
___	05.06	Systems Operation
___	05.07	Quality Control
___	05.08	Land Vehicle Operation
___	05.09	Materials Control
___	05.10	Skilled Hand & Machine Work
___	05.11	Equipment Operation
___	05.12	Elemental Work: Mechanical
___	06.01	Production Technology
___	06.02	Production Work
___	06.03	Production Control
___	06.04	Elemental Work: Industrial
___	07.01	Administrative Detail
___	07.02	Mathematical Detail
___	07.03	Financial Detail
___	07.04	Information Processing--Speaking
___	07.05	Information Processing--Records
___	07.06	Clerical Machine Operation
___	07.07	Clerical Handling
___	08.01	Sales Technology
___	08.02	General Sales
___	08.03	Vending
___	09.01	Hospitality Services
___	09.02	Barbering & Beauty Services
___	09.03	Passenger Services
___	09.04	Customer Services
___	09.05	Attendant Services
___	10.01	Social Services
___	10.02	Nursing & Therapy Services
___	10.03	Child & Adult Care
___	11.01	Mathematics & Statistics
___	11.02	Educational & Library Services
___	11.03	Social Research
___	11.04	Law
___	11.05	Business Administration
___	11.06	Finance
___	11.07	Services Administration
___	11.08	Communications
___	11.09	Promotion
___	11.10	Regulations Enforcement
___	11.11	Business Management
___	11.12	Contracts & Claims
___	12.01	Sports
___	12.02	Physical Feats

VII

SCHOOL SUBJECT CHART

Your next task is to give the school subjects that you like. On the following pages is a long list of all school subjects. Beside each subject is a group of numbers. These numbers match with groups of jobs and the traits or characteristics of the jobs. The numbers match with Worker Trait Groups. Your TEACHER/COUNSELOR can explain these if you like but you will see what they are as you use them later. They are abbreviated by WTG and we will use them alot.

Review the list of subjects on the following pages and find the one you like best and the one you like second best. The subjects have been grouped by areas to make it easier for you. Once you have picked out your first and second choice subjects record them in the blanks below. The blanks also ask you to list the WTG numbers that are just to the right of your subjects. Fill in both the subject and the WTG numbers.

SCHOOL SUBJECTS

FIRST CHOICE: ______________________________

Related WTG numbers: ______________________________

____

____

SECOND CHOICE: ______________________________

Related WTG numbers: ______________________________

____

____

19

SCHOOL SUBJECT LIST

AREAS AND SUBJECTS	WTG NUMBERS
Language:	
1. Language Skills	1.01, 1.03, 3.01, 3.02, 4.01, 7.01, 7.04, 7.05, 7.07 8.01, 8.02, 8.03, 9.01, 10.01, 11.02, 11.03, 11.04, 11.05, 11.07, 11.08, 11.09, 11.10, 11.11.
2. Literature	1.01, 1.03, 11.02.
3. Composition	1.01, 2.01, 2.02, 11.02, 11.03, 11.07, 11.08, 11.12.
4. Speech	1.03, 1.07, 11.01, 11.02, 11.04, 11.05, 11.07, 11.09.
5. Foreign Language	11.02, 11.08.
Mathematics:	
6. Basic Mathematical Skills	3.01, 3.02, 5.03, 5.05, 5.06, 5.07, 5.08, 5.09, 5.10, 6.01, 6.02, 6.03, 7.01, 7.02, 7.03, 7.04, 7.05, 7.06, 8.01, 8.02, 9.04, 11.02, 11.05, 11.06, 11.07, 11.09, 11.10, 11.11, 11.12.
7. Algebra/Geometry	2.01, 2.02, 2.03, 2.04, 5.01, 5.02, 5.03, 5.04, 5.06, 11.01, 11.02.
8. Advanced Mathematics	2.01, 2.02, 2.03, 2.04, 5.01, 5.02, 5.03, 5.04, 11.01, 11.02
Science.	
9. Biology	2.02, 2.03, 2.04, 3.01, 3.02, 10.02, 11.02.
10. Chemistry	2.01, 2.02, 2.03, 2.04, 5.01, 5.02, 5.06, 10.02, 11.02.
11. Physics	2.01, 2.03, 2.04, 5.01, 5.02, 5.03, 5.04, 5.06, 11.02.
12. Earth/Space Science	2.01, 5.01, 5.04, 11.02.
Social Studies:	
13. History	11.02, 11.03, 11.04.
14. Government	4.01, 11.02, 11.03, 11.04, 11.05, 11.10.
15. Sociology	4.01, 10.01, 10.02, 11.02, 11.03, 11.04, 11.05, 11.07, 11.10.
16. Geography	2.01, 5.04, 11.02.

Health & Physical Education:

17.	Health	2.02, 2.03, 10.01, 10.02, 10.03, 11.02, 11.07, 12.01, 12.02.
18.	Physical Education	1.06, 1.08, 2.02, 4.01, 4.02, 11.02, 12.01, 12.02.
19.	Medical/Dental Technology	2.02, 2.03, 2.04, 5.05, 10.03, 11.02.
20.	Nursing Care	2.02, 2.03, 10.02, 10.03, 11.02.

Art:

21.	Studio Arts & Crafts	1.02, 1.06, 11.02.
22.	Drama	1.01, 1.03, 1.04, 1.05, 1.07, 1.08, 11.02.
23.	Music	1.01, 1.03, 1.04, 1.07, 11.02.
24.	Dance	1.03, 1.04, 1.05, 1.07, 1.08, 11.02.

Industrial Arts:

25.	Manufacturing	1.06, 5.01, 5.02, 5.03, 5.05, 5.07, 5.10, 5.12, 6.01, 6.02, 6.03, 6.04, 11.02.
26.	Product Services	5.01, 5.02, 5.05, 5.07, 5.10, 5.12, 8.02, 11.02.
27.	Transportation	5.01, 5.03, 5.04, 5.05, 5.07, 5.08, 5.11, 5.12, 9.03, 11.02.
28.	Construction	5.01, 5.02, 5.03, 5.05, 5.07, 5.10, 5.11, 5.12, 11.02.
29.	Communications	5.01, 5.02, 5.04, 5.05, 5.07, 5.10, 5.12, 7.06, 11.02.
30.	Energy/Power Systems	2.01, 5.05, 5.06, 5.07, 5.10, 5.12, 6.01, 6.02, 11.02.

Home Economics:

31.	Consumer & Homemaking	1.08, 2.03, 5.05, 5.12, 6.01, 6.04, 8.01, 9.01, 9.04, 9.05, 10.01, 10.02, 10.03, 11.02.
32.	Child Care	2.02, 2.03, 10.03, 11.02.
33.	Food Management	5.05, 5.10, 9.01, 9.04, 9.05, 11.02, 11.11.
34.	Clothing/Textiles/ Home Furnishings	1.06, 1.08, 5.05, 6.02, 6.04, 11.02.
35.	Institutional and Home Management	5.12, 9.01, 10.03, 11.02.

Agriculture:

36. Agriculture Production	2.02, 3.01, 3.02, 3.03, 3.04, 11.02.
37. Agricultural Services	2.02, 3.01, 3.02, 3.04, 11.02, 11.07.
38. Mechanics	2.01, 3.02, 3.04, 5.05, 5.08, 5.10, 5.11, 5.12, 11.02.
39. Agricultural Business	2.02, 3.01, 11.02, 11.05, 11.06, 11.09, 11.11.

Distributive Education:

40. General Merchandising and Marketing	7.03, 8.02, 8.03, 9.04, 11.02, 11.05, 11.09, 11.11.
41. Services	7.03, 7.04, 8.01, 8.02, 9.04, 9.05, 11.02, 11.11.
42. Finances	7.01, 7.02, 8.01, 11.02, 11.06, 11.12.

Office:

43. Accounting	7.02, 7.03, 7.06, 11.02, 11.06.
44. General Clerical	5.09, 5.12, 7.01, 7.02, 7.04, 7.05, 7.07, 11.02.
45. Secretarial & Typing	7.01, 7.05, 7.06, 11.02.
46. Data Processing	7.06, 11.01, 11.02.

Technical and Industrial:

47. Air Conditioning/ Refrigeration	5.05, 11.02.
48. Appliance and Small Engine Repair	5.05, 5.10, 11.02.
49. Automotive Services/ Diesel	3.04, 5.05, 5.08, 5.10, 5.12, 11.02.
50. Commercial Photography. Graphic Art	1.02, 1.06, 5.05, 5.10.
51. Construction/Maint.	3.04, 5.02, 5.05, 5.10, 5.11, 5.12, 11.02.
52. Drafting	1.06, 5.03, 11.02.
53. Electrical/ Electronics	5.05, 5.06, 5.10, 6.01, 11.02.

AREAS AND SUBJECTS	WTG NUMBERS
54. Metalworking	5.05, 5.10, 5.12, 6.01, 6.02, 6.03, 6.04, 6.05, 11.02.
55. Personal Services	9.02, 9.05, 11.02.
56. Food Preparation	2.02, 5.05, 5.10, 9.01, 9.04, 9.05, 11.02, 11.11.
57. Textiles/Leather/ Upholstering	1.06, 5.05, 6.01, 6.02, 6.03, 6.04, 11.02.
58. Woodworking	1.06, 5.05, 5.10, 6.02, 11.02.

VIII

MATRIX

You have now completed:

Work Activities Checklist
Work Situations Checklist
Interest Checksheet
School Subject Chart

You need to get all this information together on a single chart. This chart (called a matrix) will be used to plan your job placements and school program. This will help to make sure both your job placements and your school program are related to where you have been, where you are, and where you really want to go.

First, look at the matrix. It looks complicated but is really easy to use. If your teacher/counselor has spare copies use one of them or tear the MATRIX (Section VIII) out of this book (it will be a lot easier to use if it is not in your book). Put your name in the blank in the upper right hand corner. We are going to work on the left side of the chart first, using the area labeled A. Work Activities. Look in your workbook at the Work Activities Checklist (Section III) you have already done. Find the 3 choices you listed at the end. On the matrix, circle the names of these 3 choices. In the top half of the square (⧄) below each circled name write 1, 2, or 3 to show 1st, 2nd, or 3rd choice. When you have circled the name and filled in the 3 boxes with 1, 2, or 3, draw a long line down each of the 3 columns to the bottom of the page. The line will go through a lot of dots in the column. When you get this far you should have:

A) The three names circled
B) a 1, 2, or 3 in the squares and
C) a long line down 3 columns (reaching the bottom of the page)

You are now ready to complete the area called B. Work Situations, on the matrix. Return in your book to section IV and find the Work Situations Checklist. Once again, look at the end of that checklist for your top three choices and put them on your matrix. First, circle the names of your 3 choices. Then write the numbers 1, 2, or 3 to show 1st, 2nd, and 3rd choice (in the top half of the box). Last, draw a long line down those 3 columns to the bottom of the page.

Now find the Interest Checksheet (Section VI) completed earlier in your workbook. On the matrix in column C. Interest Checksheet, put a ✓ in the boxes that line up with the 5 WTGs you marked in Section VI. As before, use only the top half of each square for your ✓.

The next piece of information you need to put on the matrix is School Subjects. This column is labeled D on the matrix. Go back in your workbook to Section VII where you listed your two favorite subjects and their WTG numbers. On the matrix put a check (in column D) beside every one of the WTG numbers that you listed under subject choices. You could have as few as 2 numbers to check or as many as 50 depending on your favorite subjects. At this point you have completed most of the matrix.

Following the matrix is a listing of all the WTG numbers and titles (Workbook - Section IV). For each, a brief explanation is included. There are almost 70 of them. Take time to read them over and then pick out the 5 that seem most interesting to you. You may want to circle the numbers of the 5 you like best as you read. Place a ✓ beside those 5 WTG numbers and titles on the matrix (use the column labeled E. Expressed Interests).

You are now ready to complete column F on your matrix. Begin with the first WTG (which is 01.01 Literary Arts) and look (left) across the first row. Count the number of dots you drew lines through and the number of ✓s in this row. Use a piece of paper or a straight edge to help you line up each row. Add up the marked dots and ✓s (for each WTG) across each row. Write each total number (marked dots and ✓s) in column F.

You are now ready to complete the last column on the matrix, Column G. WTG Choices. If the number in the totals column is (on or between) 7-10 put a star (*) in the top half of the box in the WTG choices column. If the total was 4 to 6, put a question mark (?). If the total was 3 or less just leave the box blank. You have now finished the matrix! Be sure to ask questions if you are not certain about something.

In this process you have considered your interests in several ways. The WTGs you marked with a * (high interest) or a ? (probable interest) are the ones you most likely will enjoy. Each WTG will lead you to a group of jobs. You and your teacher/counselor will use this matrix, the WTGs and other information as guides in picking possible job sites for you to try.

As you and your teacher/counselor talk about your job placement, you may want to review the WTG descriptions (Section IX of your workbook) to be sure they still seem interesting to you. You may also want to look at other books like the Guide to Occupational Exploration to find specific job titles that go in each group. Talk with your teacher/counselor.

Keep your matrix or store it as asked by your teacher/counselor. Later on you will need it to review or reconsider your choices. You will use the same form and steps (except you will mark the bottom half of each box) on the matrix if you fill it out a second time.

VIII
MATRIX

Name: ____________________

		WORKER TRAIT GROUP No.	01.01	01.02	01.03	01.04	01.05	01.06	01.07	01.08	02.01	02.02	02.03	02.04	03.01	03.02	03.03	03.04	04.01	04.02	05.01	05.02	05.03	05.04	05.05	05.06	05.07
		Title	Literary Arts	Visual Arts	Performing Arts: Drama	Performing Arts: Music	Performing Arts: Dance	Technical Arts	Amusement	Modeling	Physical Sciences	Life Sciences	Medical Sciences	Laboratory Technology	Managerial Work: Nature	Gen. Supervision: Nature	Animal Training & Care	Elementary Work: Nature	Safety & Law Enforcement	Security Services	Engineering	Managerial Work: Mechanical	Engineering Technology	Air & Water Vehicle Oper.	Craft Technology	Systems Operation	Quality Control
G. WTG Choices																											
F. Totals																											
E. Expressed Interests																											
D. School Subjects																											
C. Interest Checksheet																											
B. WORK SITUATIONS	1	Freq. Changing Duties													●	●	●	●	●		●	●			●	●	
	2	Routine Tasks																●									
	3	Planning & Directing	●	●	●	●	●								●	●			●	●		●		●		●	
	4	Direct Dealing with People	●	●	●	●	●		●	●			●		●	●	●		●		●	●		●			
	5	Influencing Others	●						●																		
	6	Working Under Pressure																	●	●				●			
	7	Using Judgment	●	●	●	●	●	●	●		●	●	●		●	●	●		●	●	●	●	●	●	●		●
	8	Rating by Standards						●			●	●	●	●	●	●	●				●	●	●	●	●	●	●
	9	Interpreting	●	●	●	●	●		●	●																	
	10	Working Within Limits						●					●	●									●	●	●	●	●
A. WORK ACTIVITIES	1	Deal with Things and Objects						●			●	●		●	●			●			●		●	●	●	●	●
	2	Business Contacts with People							●						●				●	●	●	●					
	3	Organized and Routine Tasks								●							●	●		●							●
	4	Helping People											●				●		●								
	5	Recognition from Others	●		●	●	●						●			●						●		●			
	6	Communication of Ideas	●	●	●	●	●		●	●	●	●					●		●	●	●	●					
	7	Scientific & Technical Tasks									●	●	●	●	●						●	●	●				
	8	Unusual & Creative Tasks	●	●	●	●	●				●	●									●						
	9	Machines & Processing						●						●	●	●		●			●	●	●	●	●	●	●
	10	Producing Things						●							●										●		

	●						●		●	●		●													Land Vehicle Operation	05.08
	●						●	●	●	●		●					●								Materials Control	15.09
●	●						●		●	●		●													Skilled Hand & Machine Work	05.10
	●						●		●	●		●													Equipment Operation	05.11
	●						●		●	●		●													Elem. Work: Mechanical	05.12
●	●								●	●		●				●	●								Production Technology	06.01
●	●						●		●	●		●				●	●	●							Production Work	06.02
●	●						●		●	●		●						●							Production Control	06.03
●	●						●		●	●								●							Elem. Work: Industrial	06.04
				●	●			●				●	●			●			●						Administrative Detail	07.01
	●						●	●	●	●		●						●							Mathematical Detail	07.02
							●	●	●	●		●				●									Financial Detail	07.03
	●			●			●	●				●				●			●						Inf. Processing: Speaking	07.04
				●			●	●		●		●				●									Inf. Processing Records	07.05
	●						●		●	●		●				●		●							Clerical Machine Oper.	07.06
							●		●	●		●													Clerical Handling	07.07
			●	●	●			●				●	●		●	●									Sales Technology	08.01
				●				●				●	●		●	●									General Sales	08.02
							●	●							●	●									Vending	08.03
				●	●			●					●			●	●		●						Hospitality Services	09.01
	●	●						●		●		●	●			●			●						Barbering & Beauty Services	09.02
	●						●	●				●	●			●									Passenger Services	09.03
							●	●	●							●									Customer Services	09.04
							●	●								●									Attendant Services	09.05
		●		●	●	●							●			●	●		●						Social Services	10.01
			●	●		●				●		●	●			●			●						Nursing & Therapy Services	10.02
						●	●	●		●		●	●			●			●						Child & Adult Care	10.03
	●		●	●								●	●				●								Mathematics & Statistics	11.01
				●	●	●		●					●			●	●		●						Educ. & Library Services	11.02
		●	●	●								●	●			●			●						Social Research	11.03
		●		●	●			●				●	●			●			●						Law	11.04
				●	●			●				●	●			●	●		●						Business Administration	11.05
	●		●	●	●			●	●			●	●			●									Finance	11.06
				●	●	●		●					●			●	●		●						Services Administration	11.07
				●	●			●				●	●			●	●		●						Communications	11.08
				●	●			●					●		●	●	●		●						Promotion	11.09
				●				●				●	●			●	●		●						Regulations Enforcement	11.10
					●			●				●	●			●	●		●						Business Management	11.11
				●	●			●				●	●			●	●		●						Contracts & Claims	11.12
					●							●	●	●	●	●									Sports	12.01
	●				●								●	●											Physical Feats	12.02

IX. WORKER TRAIT GROUP (WTG) DESCRIPTIONS

01.01 LITERARY ARTS

Workers in this group write, edit or publish written materials. Many find jobs with newspapers or magazines. Others write scripts for movies, theatre, radio and television entertainment. Other writers are in business for themselves selling stories, plays, poems, etc. to publishers.

01.02 VISUAL ARTS

Workers in this group create works of art or do art work for businesses. They may draw, paint, sculpture (carve in stone), or take pictures. Some artists design book covers or advertisements. Others teach art or restore damaged paintings. They may work in T.V. and movie studios, museums or in industry. Many workers have their own studios to work in and are hired by lots of different people to do one job at a time.

01.03 PERFORMING ARTS: DRAMA

Workers in this group produce, direct and perform for entertainment. They also teach acting, choose people for parts in plays, and work 'behind the scenes'. They get jobs in movie, T.V. and radio studios and in theatres and other places where plays or floor shows are given. Schools and colleges hire them to teach drama and to supervise student plays. Some find full-time work as disc-jockeys, on talk shows, or in schools but most move from one play to the next, usually on a part-time basis.

01.04 PERFORMING ARTS: MUSIC

Workers in this group sing or play instruments, teach or direct vocal (singing) or instrumental (playing) music. They write music and plan concerts. They are in charge of musical entertainment in movie, T.V. and radio stations as well as night clubs. They may work for orchestras, bands or singing groups who perform only a few times or on a regular basis. Usually, they 'try out' for these jobs. Schools and colleges hire these workers to teach and direct vocal and instrumental music. Others who write music or "arrange" (change to fit music to voices and instruments) are hired by sheet music companies, record companies and other entertainment firms.

C1.05 PERFORMING ARTS: DANCE

Workers in this group dance or make up routines and teach them to others. They work in movie and T.V. studios, night clubs and theatres where shows are given regularly. Dance teachers work for schools and dance studios or give private lessons to children and adults who want to learn ballroom dancing, ballet, etc. Many of these workers try-out for part-time jobs in plays of all kinds.

01.06 TECHNICAL ARTS

Workers in this group use skilled methods to make, decorate or repair many different goods. They re-do photographs and printed materials. They use engraving equipment, knives and chisels, paint brushes and power tools to work wood, stone, clay, metal and jewels, or to decorate objects made from all of these. They have jobs in factories, printing companies, and movie and T.V. studios. They work in advertising, museums and small stores. Some are in business for themselves selling things they have made.

01.07 AMUSEMENT

Workers in this group entertain people as announcers and performers at carnivals or amusement parks. Some tell "fortunes" or predict a person's future. These people may have customers come to their home or work in a park near their neighborhood. Others travel all the time with carnivals or circuses which move from place to place.

01.08 MODELING

Workers in this group work in front of a camera or audience without speaking. They show clothing and hair styles, appear in fashion shows and pose for artists and photographers. They 'stand in' for actors and are part of the crowd scenes in T.V. shows and movies. They work for large/small stores and clothing-makers or in T.V. and movie studios, night clubs, etc. Modeling instructors work for public or private schools and model agencies. Many are also in business for themselves.

02.01 PHYSICAL SCIENCES

Workers in this group are interested in non-living things such as rocks, metals, chemicals, and the earth and stars. They must know math, physics or chemistry to do studies and research. Some workers discover, check into or test new ideas. Some try to improve materials or look for better ways to make things. Others investigate the earth (geology), stars (astrology), oceans (oceanography) or work with computers. These workers must tell others information that can be measured or proved. Colleges, factories and government agencies hire these workers to do studies.

02.02 LIFE SCIENCES

Workers in this group are interested in living things such as plants and animals. Some do studies and experiments to find out more about living things in their environments (places they live). Others may study causes of disease, looking for ways to control it. These people usually work in labs for hospitals, colleges, industries or the government.

02.03 MEDICAL SCIENCES

Workers in this group prevent, identify and treat human and animal diseases or injuries. Some workers are family doctors who deal with general medical problems. Others only treat animals, special illnesses, or one set of organs in the body. Medical workers are needed in large and small hospitals and in health or animalclinics everywhere. Some treat soldiers in the army, or go to foreign countries.

02.04 LABORATORY TECHNOLOGY

Workers in this group use special lab methods and equipment to run tests in chemistry, biology or physics. They do experiments and write down results. They help scientists, medical doctors, and engineers in their work. Hospitals, government agencies, colleges, and industries hire these workers to help work in labs and do studies.

03.01 MANAGERIAL WORK: NATURE

Workers in this group run farming, fishing, forestry and gardening service businesses of many kinds. Some of them raise special types of plants and animals. Others help to beautify land areas. Many of them work in country or woodland areas, on farms, ranches and protected forestlands. Others are hired by businesses that raise and sell plants/trees (nurseries), or restore damaged land to a natural or improved condition (landscaping firms). Many are in business for themselves, while others work for the government.

03.02 GENERAL SUPERVISION: NATURE

Workers in this group oversee others and often work along with them on farms, ranches, fish hatcheries, forests, plant nurseries (grow and sell plants/trees), or park lands. Most of them work out in country or forest jobs, but some are placed in big city or neighborhood areas. Some of these workers travel around checking and treating crop lands for insects or disease. Others supervise workers who give farming and lawn care service.

03.03 ANIMAL TRAINING AND CARE

Workers in this group take care of animals and train them in many different ways. They work in pet shops, animal shelters and veterinarians' offices. Some are hired at zoos, aquariums, circuses, and other places where animals are kept or taught to entertain people. Others work for animal training or obedience schools or in stables or kennels at horse or dog-racing tracks. This group does not include farm or ranch workers who raise animals for food.

03.04 ELEMENTAL WORK: NATURE

Workers in this group do physical tasks, usually outdoors. They work with their hands, use special tools and equipment or run machinery. They find jobs on farms or ranches, at logging camps or fish hatcheries, in protected animal and forest lands, or with fishing businesses where they may work onshore or in fishing boats. In cities, they work in parks, gardens or nurseries (raise and sell plants/trees), or for businesses that have gardening or agricultural services.

04.01 SAFETY AND LAW ENFORCEMENT

Workers in this group are in charge of enforcing laws. Some investigate crimes while others make inspections. Some supervise officers who arrest lawbreakers. Most work in government jobs, such as FBI, State or City Police, and fire departments. Other workers are hired in private businesses, factories, and stores.

04.02 SECURITY SERVICES

Workers in this group protect people and animals from danger. They investigate suspicious persons or acts, prevent crime and fight fires. Some workers are hired to protect government leaders or judges at the national (President), state, (Senator), and local (Mayor) levels. Some workers are hired by railroads, hotels, lumber yards, industrial plants, and amusement parks. Others work on their own, as bodyguards or private detectives.

05.01 ENGINEERING

Workers in this group plan, design and direct the construction of buildings, bridges, roads, airports, dams, sewage systems, air-conditioning systems, mining machinery, etc. They also invent ways to get and send out electrical power, make chemicals, remove metals from ore, and control the quality of things being made. Workers specialize in one or more kinds of engineering (such as community/government project (civil), electrical, mechanical, mining and safety). Some are hired in factories or government jobs. Others have their own engineering businesses.

05.02 MANAGERIAL WORK: MECHANICAL

Workers in this group manage factories or systems where specialized work is being done. Jobs are found in oil fields, power plants, transportation, radio, and T.V. networks and in telephone and other communication systems.

05.03 ENGINEERING TECHNOLOGY

Workers in this group gather, list and organize details about difficult activities. Other professionals make decisions based on their information. Activities such as surveying (measuring land), drafting (drawing construction plans), making petroleum, or directing communications (telephone systems) require decision-making based on specific kinds of information which is collected by workers in this group.

05.04 AIR AND WATER VEHICLE OPERATION

Workers in this group pilot airplanes or ships, or supervise others who do. Some teach other persons to fly. Most of these workers are hired by shipping companies and big airlines. Some find jobs piloting planes or ships for private companies or for individuals.

05.05 CRAFT TECHNOLOGY

Workers in this group do highly skilled hand and/or machine work that requires special methods, training, and experience. Work occurs in non-factory settings. Some workers own their own shops.

05.06 SYSTEMS OPERATION

Workers in this group run and check equipment in a system (or a section of a system) in order to harness and send out electricity, treat and get water to customers, pump oil from fields to storage tanks, make ice in an ice plant, or give telephone service to people. They find jobs in utility (like electric) companies, oil or other refineries, construction projects, large apartment houses, factories, and in local government.

05.07 QUALITY CONTROL

Workers in this group inspect and/or test things to be sure they meet standards. The work is not done in a factory, and includes such activities as grading logs at a lumber yard, checking bridges to be sure they are safe; checking gas lines for leaks, and leveling gravel for use in building roads. Jobs may be found with construction companies, sawmills, petroleum (oil) refineries, and utility (electric) companies.

05.08 LAND VEHICLE OPERATION

Workers in this group drive large or small trucks, delivery vans, or trains, to move materials or deliver goods. Some drive ambulances; others operate small boats. Most of these jobs are found with trucking companies, railroads, hospitals, fire departments, and other places where the sick or injured must be moved.

05.09 MATERIALS CONTROL

Workers in this group receive, store, and/or ship materials and goods. Some decide how much and what kind of materials need to be ordered. Others supervise and control the flow of materials to places in the factory where they will be used. Most have to keep records. Jobs are found in government, factories, and businesses.

05.10 SKILLED HAND AND MACHINE WORK

Workers in this group use their hands and handtool skills to make, install, and/or repair materials, or parts. They follow set procedures. Their jobs are not found in factories, but in places like repair shops, garages, stores, and hotels. Some are hired on construction projects, and others deal with utilities, such as telephone and power systems.

05.11 EQUIPMENT OPERATION

Workers in this group operate heavy machines and equipment to dig, drill, dredge, lift, or move materials. They also run machines to pave roads. These jobs are found at mining, logging, and construction sites, docks, receiving and shipping areas of factories, and large storage buildings and warehouses.

05.12 ELEMENTAL WORK: MECHANICAL

Workers in this group perform unskilled tasks, such as moving materials, cleaning work areas, running simple machines, or helping skilled workers. These jobs are not usually in factories.

06.01 PRODUCTION TECHNOLOGY

Workers in this group use their skill and knowledge of machines to do one or more activities. Some set up machines for others to run or set up machine operations on their own. Some do difficult handwork; some supervise or teach others how to use machines, and what they are to be used for.

06.02 PRODUCTION WORK

Workers in this group perform skilled hand and/or machine work to make things in a factory setting.

06.03 PRODUCTION CONTROL

Workers in this group check how many materials are being made (quantity) and how well these materials are made (quality). They inspect, test, weigh, sort, and grade items to be sure they meet certain standards (rules). Some may also keep records of the number or kind of defects they find. They work in factories that make all kinds of materials.

06.04 ELEMENTAL WORK: INDUSTRIAL

Workers in this group feed, off bear, or tend machines and equipment, or do physical work. They do routine work that requires little training or experience. They also help other, more skilled workers. They work in factories.

07.01 ADMINISTRATIVE DETAI[illegible]

Workers in this group do paper work which requires special skills and knowledge. They must learn a lot of special rules and procedures to understand their job activities. A law clerk (helper), for example, must know court rules. Workers in business and government offices often have special training. So do many who work in offices of doctors, lawyers, etc.

07.02 MATHEMATICAL DETAIL

Workers in this group gather, organize, compute and record information which is mostly numbers. With or without machines, these persons must use math skills to keep financial (money) records. These workers get jobs in banks, savings and loan companies, accounting firms, and payroll departments in business or government.

07.03 FINANCIAL DETAIL

Workers in this group use basic math skills as they deal with the public. Keeping records, answering customers' questions, and supervising others is often part of the job. Jobs in this group are found where money is paid to or received from the public. Banks, grocery check-out counters, and ticket booths are usually places where these workers find jobs.

07.04 INFORMATION PROCESSING: SPEAKING

Workers in this group give and receive information by talking. Workers may deal with people in person, by telephone or two-way radio. They answer questions and give directions at registration desks, reception areas and from their offices in schools, hospitals, businesses and government agencies.

07.05 INFORMATION PROCESSING: RECORDS

Workers in this group put together, review, update and send out written information. They check records and schedules for mistakes. They may schedule the activities of people or the use of equipment. Jobs in this group are found in most businesses, institutions, and government agencies.

07.06 CLERICAL MACHINE OPERATION

Workers in this group use business machines to organize data. They run machines that type, print, sort, compute, send, or take in information. Their jobs are found in businesses, industries, and government, or wherever large amounts of information are used, sent, or received.

07.07 CLERICAL HANDLING

Workers in this group perform duties that require paperwork, but little special training or skill. Workers file, sort, copy, send, or deliver things like letters, packages, or messages regularly. Most large businesses, industries, and government groups hire these workers.

08.01 SALES TECHNOLOGY

Workers in this group sell special products and large-scale industrial services. Some may, for example, sell machinery, computers or medicines. Others agree to get services (such as shipping, insurance or advertising) for customers. They work for factories, businesses, and insurance companies giving information and convincing people that the product or service they sell is useful or needed. Some workers buy property, securities, or other materials which they resell to someone else at a higher price.

08.02 GENERAL SALES

Workers in this group sell, demonstrate, and try to get orders for products and services of many kinds. They are hired by companies, stores, businesses, and non-profit organizations. Some spend all their time in one place, such as a department store or automobile agency. Others try to sell products or services by calling on several businesses or individuals in a town or state.

08.03 VENDING

Workers in this group sell unusual gifts, snacks and other low cost items. They work at stadiums and street fairs, in night clubs or restaurants and wherever crowds gather for entertainment or recreation. Some of them sell products on the street, staying in one place. Others move their goods through business or neighborhood areas, selling them as they go.

09.01 HOSPITALITY SERVICES

Workers in this group help persons such as visitors, travelers, and customers, get to know and feel comfortable in new places. They often act as guides in addition to planning and directing social activities. They may also be concerned with the safety and comfort of people who are traveling or vacationing. These workers are hired by airlines, railroad and water transportation companies, radio and T.V. stations, hotels, restaurants, museums, retirement homes, etc.

09.02 BARBERING AND BEAUTY SERVICES

Workers in this group give people barbering and beauty services. Services include care of the hair, skin, and nails. These workers find jobs in barber and beauty shops, department stores, hotel, and retirement homes. A few workers find jobs on passenger ships. Some work for themselves in their own homes or go to the customer's house.

09.03 PASSENGER SERVICES

Workers in this group drive buses, taxis, limousines or other vehicles that take people places. Workers who teach driving are also included in this group. Taxi, bus, and street railway companies hire most of the workers in this group but they can also find employment with the government.

09.04 CUSTOMER SERVICES

Workers in this group give people in business and public places services from delivering newspapers to taking food orders. Their jobs usually include getting money and making change. They may work as waiters/waitresses, parking lot/laundromat/bowling alley/skating attendants or as gift wrappers. Most of these workers find jobs in hotels, restaurants, stores and concessions.

09.05 ATTENDANT SERVICES

Workers in this group do services that make life easier and more pleasant for people. They do things that people can't or don't want to do for themselves, like opening doors, delivering messages, carrying luggage and packages, and dishing up food. They find jobs in many places including hotels, airports, golf courses, theaters, and gymnasiums.

10.01 SOCIAL SERVICES

Workers in this group help people deal with their problems. They may work with one person at a time or with groups of people. Workers sometimes specialize in problems that are personal, social, vocational, physical, educational, or religious in nature. Schools, mental health clinics, counseling centers, and churches hire these workers. Jobs are also found in public and private welfare and employment services, juvenile courts, and vocational rehabilitation programs.

10.02 NURSING AND THERAPY SERVICES

Workers in this group care for, treat, or train people to improve their own physical and emotional well-being. Most workers in this group deal with sick, injured, or handicapped people. Some workers take jobs in health education in an effort to prevent illness. Hospitals, nursing homes, and other centers hire workers in this group, as do schools, industrial factories, doctors' offices, and private homes. Major sports teams often hire workers from this group to care for injured athletes.

10.03 CHILD AND ADULT CARE

Workers in this group are concerned with the physical needs and welfare of others but are hired primarily as helpers. They assist professionals in treating the sick or injured. They help care for the elderly, the very young, or the handicapped. Often these workers help people do the things they cannot do for themselves (feeding, bathing, etc.). Jobs are found in hospitals, clinics, child-care centers, schools, private homes, and centers for helping the handicapped.

11.01 MATHEMATICS AND STATISTICS

Workers in this group use advanced math and statistics to solve problems and do studies. They use numbers for planning and decision-making. Some of these workers study and use computers to solve problems or organize information. Colleges, large businesses, industries, and government agencies use these workers.

11.02 EDUCATIONAL AND LIBRARY SERVICES

Workers in this group do general and special teaching or library work, train vocational students, or give advice in agriculture and home economics. Jobs are found in schools, colleges, libraries, and other educational places.

11.03 SOCIAL RESEARCH

Workers in this group gather, study, and use information about people, alone and in small or large groups. They study the way people act. They try to compare strange behaviors, languages, work, governments, lifestyles, and social habits of long ago with those we see today. They are hired by museums, schools, colleges, government agencies, and in places where private research (study) is done.

11.04 LAW

Workers in this group give advice to help others in legal (lawful) matters. Those in small towns and cities deal with many types of cases in court, write wills and other legal papers, describe real estate, etc. Those in large cities usually specialize in one kind of law (such as criminal, civil, tax, labor, or patent). They work for law firms, unions, government agencies, and large and small businesses. Some are self-employed and have their own office. Lawyers are often elected to government office, sometimes as law makers. Many State Governors and U.S. Presidents have been lawyers.

11.05 BUSINESS ADMINISTRATION

Workers in this group are top level bosses or managers who tell lower level supervisors and employees what to do. They set rules, make important decisions, and schedule activities according to their importance. They are in charge of large businesses, industries, and government. Labor unions will also hire these workers.

11.06 FINANCE

Workers in this group use math skills to plan financial ($) systems and understand financial ($) records. They may have to keep up with all money earned or spent, check written records for cheating or mistakes, advise business people whether to save or spend, price things for resale, or plan yearly spending (a budget). They are hired in banks, loan companies, investment firms, colleges, businesses and in government. Some work for themselves, helping people to manage money.

11.07 SERVICES ADMINISTRATION

Workers in this group manage programs and projects that give people health, education, welfare, and recreation services. They are in charge of program planning, rule making, and other 'manager' activities. They take jobs in hospitals, schools, churches, libraries, museums, and in social welfare or rehabilitation agencies.

11.08 COMMUNICATIONS

Workers in this group write, edit, report and explain facts and information. They find employment with radio and T.V. stations, newspapers, and publishing companies. Government agencies and professional groups hire these workers as do large companies which publish company newspapers and brochures.

11.09 PROMOTION

Workers in this group advertise products and services. These workers try to convince people that they need something and should buy it. They sometimes raise money (by taking donations) for well-known charity groups or clubs of local interest. They take jobs in business and industry with advertising agencies, professional groups, unions, colleges and in government.

11.10 REGULATIONS ENFORCEMENT

Workers in this group enforce government regulations and company rules that affect peoples' rights, health and safety, or money. They look at records, inspect products, and check services, but are not policemen. Most workers find jobs in government, work for the health department or give out licenses (driving, hunting, etc.). Others are employed by stores, businesses, mines, transportation companies, and non-profit groups.

11.11 BUSINESS MANAGEMENT

Workers in this group manage small businesses or divisions of larger companies. Some might be in charge of stores or cemeteries, for example. Others may oversee employees in a branch or local office of a large business. Any department or warehouse within a company might need a foreman from this group. These workers usually carry out the directions given by presidents and vice-presidents who have the real control. Managers find many job openings in business and government. Some own their own business and are 'self-employed.'

11.12 CONTRACTS AND CLAIMS

Workers in this group write agreements and settle arguments between companies and individuals. Some make contracts between buyers and sellers. Others check into losses, damage, and injury to people on or off the job. Workers are hired in insurance, transportation, business, and construction companies, or government agencies. Some are hired to 'book' or match customers' needs to persons providing the service. Others are self-employed.

12.01 SPORTS

Workers in this group compete in professional athletic or sporting events, coach players, and officiate at games. They also give individual and group training, recruit players, and supervise sporting events. Jobs in this group are found in all types of professional sports, such as football, baseball, basketball, hockey, golf, tennis, and horse racing. Some are hired in private recreational centers, including ski resorts, skating rinks, athletic clubs, and gymnasiums.

12.02 PHYSICAL FEATS

Workers in this group perform unusual or daring acts of physical strength or skill to entertain people. They may perform alone or with others. Circuses, carnivals, theaters, and amusement parks hire these workers.

X

WORK SITE SELECTION

The next step in this process is to select work sites for you. Following these instructions is a Work Site Selection Form for you to complete. From your matrix pick 3 WTG numbers you like best. Choose these 3 from the ones you starred in Column G. If you did not star 3 numbers earlier, you may use one you marked with a question mark. Write your favorite 3 WTG numbers and titles on the left side of the Work Site Selection Form in the blanks. If you have trouble making a choice talk it over with your teacher/counselor. You may need to look back in Section IX at the WTG Descriptions or look at other materials your instructor can give you.

Once you have the WTG numbers and titles on this form ask your teacher/counselor about the Work Site Learning Guide File. This file contains 2 page descriptions of job sites available in your neighborhood, town, or region. Each Work Site Learning Guide is kept in a folder. Folders are in order by WTG number. Find your first choice WTG folder and look over the information listed. For each job a title, site, and supervisor is listed. Read the information carefully. Choose the 3 you like best and list these job titles on your form as 1st, 2nd, and 3rd choices. Do this for each of your 3 WTGs. If you want to discuss them, set a time to talk with your teacher/counselor. You should now have completed the Work Site Selection Form. If so, you are ready to meet with your teacher/counselor.

It is possible that no job titles or work sites were available for the WTG you picked. If not, you could not complete the form. Ask your teacher/counselor for a copy of the Guide for Occupational Exploration. It is not too difficult to read. Find the WTG that interested you. Read the material. Select up to 3 jobs and write them on your form under Job Title. If you want to know more about a job, each one is also described in another book, called The Dictionary of Occupational Titles. In the dictionary each job title has a number. Jobs are listed in order by these numbers. Ask for help if you need it.

When you are finished, meet with your teacher/counselor. He/she may be able to help locate a job site that you have listed in your community.

X

WORK SITE SELECTION FORM

Worker Trait Group # ________.
WTG Title: ________________
____
____
____

	Job Title	Site
(1)		
(2)		
(3)		

Worker Trait Group # ________.
WTG Title: ________________
____
____
____

	Job Title	Site
(1)		
(2)		
(3)		

Worker Trait Group # ________.
WTG Title: ________________
____
____
____

	Job Title	Site
(1)		
(2)		
(3)		

I hereby certify that the work site placement in which the above named youth has been placed is relevant to the career and education program of this youth. I further certify that the employment of this youth in the above named job description was made after an assessment of the youth's interests, aptitudes, and abilities.

Date ________________ ________________________
(Signature of Teacher/Counselor)

XI

APTITUDE CHECKLIST

On the following pages you will find descriptions of 11 aptitudes. Aptitudes are abilities or skills that a person has or wants. Read each aptitude. You will see that a definition, an explanation, and illustrations are included. Then, for each aptitude, 5 groups of statements are listed. Each group is a level. The level refers to the amount of an aptitude a person might need to do a specific job. Tables 1 and 2 on the following page, list all of the aptitudes and the levels for each. These aptitudes are used in many other books and publications. Once you have looked over the two tables, you are ready to begin the aptitude self-rating. Read the material for each aptitude and then decide which level best fits you. You will find 5 levels on each aptitude page. Check (✓) only the one level (on each page) which fits you best. Then combine all of this information by marking the Aptitude Self-Estimate Record, which is a chart at the end of this section. When you finish, there should be only one check mark (✓) for each of the 11 aptitudes (or one check mark (✓) per row across).

You may have trouble reading this material. Ask your teacher/counselor for help.

Table 1 - DOT Aptitudes

G - General Learning Ability: Ability to understand instructions and underlying principles, to reason and make judgments: Closely related to doing well in school.

V - Verbal: Ability to understand meanings of words and ideas, and to use them effectively, to present information or ideas clearly.

N - Numerical: Ability to perform arithmetic operations quickly and accurately.

S - Spatial: Ability to look at flat drawings or pictures and to visualize (picture in one's mind) how they would look as three dimensional objects with height, width, and depth.

P - Form Perception: Ability to see detail in objects or drawings and to see slight differences in shapes or shadings.

Q - Clerical Perception: Ability to see details and recognize errors in numbers, spelling, and punctuation in written materials, charts, or tables, and to avoid copying errors when working arithmetic problems.

K - Motor Coordination: Ability to move the fingers and work with small objects rapidly and accurately.

F - Finger Dexterity: Ability to move the fingers and work with small objects rapidly and accurately.

M - Manual Dexterity: Ability to move the hands easily and skillfully, to work with the hands in placing and turning motions.

E - Eye-Hand-Foot Coordination: Ability to coordinate the movement of the hands and feet in response to visual signals or observations.

C - Color Discrimination: Ability to recognize likenesses or differences in colors or shades, to identify or match specific colors, and to select color combinations which go well together.

Table 2 - DOT Aptitude Levels

The numbers (1-5) indicate the different levels or amounts of an aptitude that a person might possess or that a job might require for satisfactory performance. The level is expressed in terms of the amount possessed by adults in general.

Level 1 - The top ten percent of the population - an extremely high degree of aptitude.

Level 2 - The highest third of the population, not including the highest ten percent - an above average or high degree of the aptitude.

Level 3 - The middle third of the population - an average or medium degree of the aptitude.

Level 4 - The lowest third of the population, not including the lowest ten percent - a below average or low degree of the aptitudes.

Level 5 - The lowest ten percent of the population - an extremely low degree of the aptitude.

The levels can be illustrated as follows:

Lowest Third		Middle Third	Highest Third	
Level 5	Level 4	Level 3	Level 2	Level 1
10%	23%	33%	23%	10%

Aptitude G: General Learning Ability

Definition

General Learning Ability is the ability to understand instructions and under-lying principles: the ability to reason and make judgments.

Explanation

General Learning Ability is closely related to the ability to do well in school. This aptitude is important to jobs in 62 of the 66 Worker Trait Groups. No other aptitude is related to as many Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of General Learning Ability:

Level 1: Extremely high (top ten percent of population): Architect, Electrical Engineer, Surgeon, News Analyst.

Level 2: High (top third of population, not including top ten percent): New Photographer, Professional Sports Scout, Loan Counselor, Secretary.

Level 3: Average (middle third of population): Taxidermist, Hotel Clerk, Vari-Typist, Machinist.

Level 4: Below average (lowest third of population, not including lowest ten percent): Mail Sorter, School Crossing Guard, Messenger, Usher.

Level 5: Extremely low (lowest ten percent of population): No worker Trait Groups require General Learning Ability at this level.

Directions: **circle** the level you estimate your aptitude to be,

Your Self-Estimate

Clues related to each level of Aptitude G, General Learning Ability:

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in basic subjects (English, math, social studies, science) are mostly A's.
- I can solve difficult problems in mathematics or science.
- I have received a "Superior" rating in a science fair.
- I have won awards in writing or speaking contests.
- I have tutored other students in their schoolwork.

Level 2: "I rate myself in the top third but not the top ten percent of people my age."

- My grades in basic subjects (English, math, social studies, science) are mostly B's.
- I have built complex working models which require reading blueprints or detailed diagrams.
- I have received an "Excellent" rating in a science fair.
- I regularly do voluntary reading of books and magazines.
- I have no trouble using the card file to locate materials in the school or community library.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in basic subjects (English, math, social studies, science) are mostly C's.
- I can do things that require problem solving, such as:
  - Using an exposure meter to take good pictures.
  - Selecting the proper tools or equipment to do a job.
- I can follow written or verbal instructions for tasks such as:
  - Organizing materials for filing alphabetically or by some other method.
  - Taking care of a person who is ill or is recovering from an accident or operation.
  - Assembling a bicycle or other equipment which has been purchased unassembled.
  - Knitting, crocheting, weaving, or similar activity.
  - Selling tickets or merchandise and keeping the necessary records.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in basic subjects (English, math, social studies, science) are mostly D's.
- I am best at activities which do not require much advance planning or complex figuring, such as:
  - Operating simple machinery.
  - Driving a car, truck, or tractor.
  - Working with my hands.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I have trouble with most high school subjects that require reading and figuring.

(Note: If you are able to understand the directions and can work this exercise, you should rate yourself at Level 4 or above.)

Aptitude V: Verbal Aptitude

Definition

Verbal Aptitude is the ability to understand the meanings of words and ideas, and to use them effectively.

Explanation

Verbal Aptitude includes the ability to understand the relationships between words, to understand the meanings of whole sentences and paragraphs, and to present information and ideas clearly. This aptitude is important to 46 of the 66 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Verbal Aptitude:

Level 1: Extremely high(top ten percent of population): Newspaper Editor, Lawyer, Judge, Surgeon.

Level 2: High (top third of population, not including top ten percent): School Nurse, Dramatic Coach, Disk Jockey, Loan Counselor.

Level 3: Average (middle third of population): Heat Waiter, Hunting and Fishing Guide, Linotype Operator, File Clerk.

Level 4: Below average (lowest third of population, not including lowest ten percent): Delivery Clerk, Meter Reader, Wild Animal Trainer, Sales Clerk.

Level 5: Extremely low (lowest ten percent of population): No Worker Trait Groups require Verbal Aptitude at this level.

Directions: Circle the level you estimate your aptitude to be.

Your Self-Estimate

Clues related to each level of Aptitude V, Verbal Aptitude:

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in English, social studies, and foreign language are mostly A's.
- I have won awards in writing, public speaking, or debating.
- My grades on book reports, themes, term papers and oral reports are mostly A's.
- I have written articles for the school paper or for other publications.
- I often win at word games such as scrabble or password.
- I am good at solving crossword puzzles, anagrams, and other word problems.

Level 2: "I rate myself in the top third but not the top ten percent of people my age.

- My grades in English, social studies, and foreign language are mostly B's.
- My grades on book reports, themes, term papers and oral reports are mostly B's.
- I seldom make grammatical errors in written work and notice them when others make them in writing or speaking.
- I have no trouble understanding the textbooks I read in English and social studies.
- I am better than average (pretty good) at word games and word puzzles.

Level 3: "I rate myself about average or in the middle third of people my age."

- My grades in English, social studies, and foreign language are mostly C's.
- My grades on book reports, themes, term papers, and oral reports are mostly C's.
- I know spelling, grammer, and punctuation well enough to notice and correct obvious mistakes.
- I am average at word games and word puzzles.
- I can follow printed instructions for hobbies such as making jewelry, assembling models, knitting, and sewing.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in English and social studies are mostly D's.
- I have difficulty writing book reports or themes, or giving oral reports.
- I sometimes have difficulty following instructions for hobbies such as assembling models, making jewelry, knitting, and sewing.
- I can usually follow recipes for cooking or baking.
- I find word problems and word puzzles difficult and seldom try them.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I have trouble with most high school subjects that require much reading or writing.

(Note: If you can work this exercise, you should rate yourself at level 4 or above.)

Aptitude N: Numerical Aptitude

Definition

Numerical Aptitude is the ability to perform arithmetic operations quickly and accurately.

Explanation

Numerical Aptitude includes the ability to perform computations such as addition, subtraction, multiplication and division. It also includes the ability to solve arithmetic reasoning or story problems. This aptitude is important to 40 of the 66 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Numerical Aptitude:

Level 1: Extremely high (top ten percent of population): Accountant, Electrical Engineer, Architect, Loan Counselor.

Level 2: High (top third of population, not including top ten percent): Draftsman, Surveyor, Teller, Navigator, Weather Observer.

Level 3: Average (middle third of population): School Nurse, Dental Hygienist, Sales Clerk, Lunch-Truck Driver.

Level 4: Below average (lowest third of population, not including lowest ten percent): Receptionist, Park Ranger, Guide, Umpire, Cook.

Level 5: Extremely low (lowest ten percent of population): No worker Trait Groups require Numerical Aptitude at this level.

Directions: **Circle** the level you estimate your aptitude to be.

Your Self-Estimate

Clues related to each level of Aptitude N, Numerical Aptitude:

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in mathematics and science are mostly A's.
- I can use algebra and other advanced math to find the answers to questions.
- I am fast and accurate in using a slide rule.
- I am usually very good at solving puzzles and word problems that require the use of mathematics.

Level 2: "I rate myself in the top third but not the top ten percent of people my age."

- My grades in mathematics and science are mostly B's.
- I can multiply and divide decimals and fractions quickly and accurately.
- I know how to use a slide rule.
- I am better than average (quite good) at solving puzzles and word problems that require the use of mathematics.
- I have a hobby (such as chemistry, woodworking, model building) which requires accurate use of mathematics.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in mathematics and science are mostly C's.
- I can work basic arithmetic problems with average speed and accuracy. (Addition, subtraction, multiplication and division)
- I have a job (such as a paper route) which requires me to keep accurate records of money or materials.
- I can adjust the proportions of a recipe to increase or decrease the quantity to be prepared.
- I can use a scale to weigh objects and figure prices.

Level 4 "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in mathematics and science are mostly D's.
- I can measure an object to determine its height, width, and depth.
- I can follow a recipe to measure and mix things to cook or bake.
- I am best at hobbies and activities that do not require mathematics or problem solving.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I have trouble with most high school subjects that require the use of arithmetic.
- I often have trouble measuring things or making change accurately.

Aptitude S: Spatial Aptitude

Definition

Spatial Aptitude is the ability to look at flat drawings or pictures and visualize (picture in one's mind) how they would look as three dimensional objects with height, width, and depth.

Explanation

Spatial Aptitude is the ability to understand the relationships of plane (flat), and solid objects, or to visualize how something shown in a drawing or picture would actually look as a three-dimensional object. This aptitude is required for such tasks as drawing or reading blueprints, or working geometry problems. Spatial Aptitude is important to 30 of the 66 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Spatial Aptitude:

Level 1: Extremely high (top ten percent of population): Surgeon, Oral Surgeon, Architect, Autobody Designer.

Level 2: High (top third of population, not including top ten percent): Surveyor, Dancer, News Photographer, Taxidermist, Dressmaker.

Level 3: Average (middle third of population): Stock Clerk, Meat Grader, Vari-Typist, Key-Punch Operator, Bus Driver, Construction Inspector.

Level 4: Below average (lowest third of population, not including lowest ten percent): Dietitian, Park Superintendent, Guide, Ferryboard Captain, Librarian.

Level 5: Extremely low (lowest ten percent of population): No Worker Trait Groups require Spatial Aptitude at this level.

50

Directions: Circle the level you estimate your aptitude to be.

Your Self-Estimate

Clues related to each level of Aptitude S, Spatial Aptitude:

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in mechanical drawing, geometry, art, and sewing are mostly A's.
- I have received awards or recognition for drawings, paintings, or sculpture.
- I have won awards for clothing design or sewing.
- I usually win at games that require spatial aptitude, such as chess, checkers, billiards, or shuffleboard.
- I am good at solving difficult block puzzles and jigsaw puzzles.
- I have no trouble reading complicated wiring diagrams and drawings or blueprints.
- I am very good at assembling models from kits or at assembling or repairing radios, or hi-fi components.

Level 2: "I rate myself in the top third but not the top ten percent of people my age."

- My grades in mechanical drawing, geometry, art, and sewing are mostly B's.
- I am quite good at making my own clothing.
- I am better than average at drawing, painting, or sculpturing.
- I have won recognition or awards for modern or ballet dancing.
- I am better than average at games that require spatial aptitude, such as chess, checkers, billiards, or shuffleboard.
- I am better than average at solving block puzzles and jigsaw puzzles.
- I can read and understand electronic circuit diagrams and can assemble or repair radios or hi-fi components.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in mechanical drawing, geometry, art, and sewing are mostly C's.
- I am average in drawing, painting, or sculpturing.
- I am good at modern or ballet dancing.
- I can make dresses or other clothing from a pattern.
- I am about average at games that require spatial aptitude, such as chess, checkers, billiards, and shuffleboard.
- I can solve block puzzles and jigsaw puzzles but lose interest in the hard ones.
- I can usually read drawings or diagrams for assembling models or doing electrical work.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in mechanical drawing, geometry, art, and sewing are mostly D's.
- I am not good at drawing, painting, or sculpturing.
- I can use a needle and thread to sew on buttons, hooks, patches, etc.
- I enjoy arranging things so that they look nice.
- I am good at arranging packages in a large container such as a grocery sack or car trunk.
- When I play, I seldom win at games like chess, checkers, billiards, or shuffleboard.
- I seldom work block puzzles or jigsaw puzzles because I find them uninteresting and difficult.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I have trouble with school subjects or other activities that require the ability to deal with drawings and diagrams or with sizes, shapes, and arrangements.

Aptitude P: Form Perception

Definition

Form Perception is the ability to see detail in objects or drawings and to see slight differences in shapes or shadings.

Explanation

Form Perception includes the ability to perceive (recognize) detail in pictorial or graphic material, to make visual comparisons, and to see slight differences in shapes and figures or in the widths or lengths of lines. This aptitude is important in 30 of the 66 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Form Perception:

Level 1: Extremely high (top ten percent of population): Surgeon, Oral Surgeon, Analytical Chemist, Physicist, Horticulturist, Dentist.

Level 2: High (top third of population, not including top ten percent): Composer, Jockey, Surveyor, Stenographer, Auto-Body Designer, Cartoonist, Navigator.

Level 3: Average (middle third of population): Dressmaker, Cook, Instrumental Musician, Airplane Pilot, Locomotive Engineer, Popular Singer.

Level 4: Below average (lowest third of population, not including lowest ten percent): Clerk Typist, General Clerk, Proofreader, Meter Reader, Maid, Bulldozer Operator, Ambulance Driver.

Level 5: Extremely low (lowest ten percent of population): No Worker Trait Groups require Form Perception at this level.

52

Directions: Circle the level you estimate your aptitude to be

Your Self-Estimate

Clues related to each level of Aptitude P. Form Perception:

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in mechanical drawing, science, and art are mostly A's
- I can quickly see small differences in the shape or size of similar objects even when the difference cannot be detected by most people.
- I can use a microscope to study the important details of biological specimens.
- I am very good at solving difficult jigsaw puzzles.
- I have won recognition or awards for original designs, such a clothing, furniture, or art work.

Level 2: "I rate myself in the top third but not the top ten percent of people my age."

- My grades in mechanical drawing, science, and art are mostly B's.
- I have won recognition or awards in photography.
- I can develop, print, and enlarge my own photographs.
- I am good at designing things such as clothing, furniture, toys, or models.
- I am good at printing or other art work.
- I can read fairly difficult music.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in mechanical drawing, science, and art are mostly C's.
- I can use a camera to take attractive photographs.
- I am about average at solving jigsaw puzzles.
- I usually notice when pictures, mirrors, or other objects are slightly crooked.
- I can use a sewing machine and follow a pattern.
- I can plan and prepare a meal for a family of four or five.
- I am average in drawing or painting or other art work.
- I am in the school band, orchestra, or chorus and do average or better work.

Level 4: "I rate myself in the bottom third but not the bottom ten percent of people my age."

- My grades in mechanical drawing, science, and art are mostly D's.
- I seldom work jigsaw puzzles because I find them uninteresting and difficult.
- I have no trouble sorting nuts, bolts, screws and similar items according to size and shape.
- I can iron clothing neatly.
- I can tell when fruits and vegetables are ready for picking.
- I seldom do painting or other art work because what I do usually doesn't look good.
- I can repair and glue furniture parts, picture frames and other wooden objects.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I have trouble with school subjects or other activities that require ability to notice small differences in size or shape or shading, such as drawing or reading blueprints, reading musical notes, doing fine art work, or designing clothing.

Aptitude Q: Clerical Perception

Definition

Clerical Perception is the ability to perceive (notice)details and to recognize errors in numbers, spelling, and punctuation in written materials, charts and tables.

Explanation

Clerical Perception includes the ability to observe differences in printed or written copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. It also includes speed and accuracy of perception in tasks such as making sure that a sewing machine is properly threaded, that an item being inspected has no errors, or that assembled parts fit together properly. This is important to 37 of the 66 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Clerical Perception:

Level 1: Extremely high (top ten percent of population): Budget Consultant, Loan Counselor, Estate Planner, Proofreader, Traffic Clerk.

Level 2: High (top third of population, not including top ten percent): Dietitian, Librarian, Music Supervisor, Accountant, Secretary, Stenographer.

Level 3: Average (middle third of population): Hotel Clerk, Telephone Operator, News Editor, Columnist, Reservation Agent.

Level 4: Below average (lowest third of population, not including lowest ten percent): Cook, Pizza Baker, Draftsman, Auto-Body Designer.

Level 5: Extremely low (lowest ten percent of population): No Worker Trait Groups require Clerical Perception at this level.

Directions: Circle the level you estimate your aptitude to be

Your Self-Estimate

Clues related to each level of Aptitude Q, Clerical Perception:

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in mathematics, English, and business subjects are mostly A's.
- I excel at puzzles or games that require fast and accurate use of numbers and words.
- I excel at hobbies or activities that require following detailed instructions or diagrams.

Level 2: "I rate myself in the top third but not the top ten percent of people my age."

- My grades in mathematics, English, and business subjects are mostly B's.
- I am fast and accurate at copying records and reports by hand or using a typewriter.
- I have done a good job as a secretary or treasurer of a club or group, or as a manager of an athletic team.
- I am fast and accurate in using the card file to locate materials in the library.
- I have worked successfully on a job requiring the accurate keeping of records or handling of money, such as a newspaper carrier or cashier in a supermarket.
- It is easy for me to read and follow a cooking recipe, or instructions for sewing or other needlework.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in mathematics, English, and business subjects are mostly C's.
- I can organize materials for filing alphabetically or by some other system.
- I can follow written instructions to do such things as knitting, crocheting, weaving,sewing, cooking a meal or baking cookies.
- I can read diagrams and follow most instructions for assembling a model or a piece of equipment.
- I am about average at puzzles and games that require fast and accurate use of words and numbers.

Level 4: "I rate myself in the bottom third but not the bottom ten percent of people my age."

- My grades in mathematics, English, and business subjects are mostly D's.
- I can follow most recipes for cooking or baking.
- I am best at activities that do not require accuracy or exactness.
- Activities which require following detailed instructions or keeping accurate records are difficult for me.

Level 5: "I rate myself in the lowest ten percent of people my age."

- My grades in mathematics, English, and business subjects are mostly E's and F's.
- I have trouble with school subjects that require figuring or close attention to detail.

Aptitude K: Motor Coordination

Definition

Motor Coordination is the ability to coordinate the eyes and hands or fingers rapidly and accurately to perform a task.

Explanation

Motor Coordination as used here means the ability to make the eyes and hands or fingers work together or perform such tasks as guiding objects into position, sorting or assembling parts, operating a typewriter or other office machine, or performing surgery or dental work in a rapid and accurate manner. It includes the ability to make accurate movements rapidly in response to a signal or an observation. This aptitude is important to 31 of the 66 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Motor Coordination:

Level 1: Extremely high (top ten percent of population): No Worker Trait Groups require Motor Coordination at level 1.

Level 2: High (top third of population, not including top ten percent): Secretary, Social Secretary, Instrumental Musician, Orchestra Leader, Taxidermist, Furniture Reproducer.

Level 3: Average (middle third of population): News Photographer, Linotype Operator, Telephone Operator, Key-Punch Operator, Airplane Pilot, Test Driver.

Level 4: Below average (lowest third of population, not including lowest ten percent): Cook, Park Caretaker, Deputy Sheriff, Rug-Cleaner Helper, Watchman.

Level 5: Extremely low (lowest ten percent of population): No worker Trait Groups require Motor Coordination at this level.

__Directions__: __Circle__ the level you estimate your aptitude to be

Your Self-Estimate

Clues related to each level of Aptitude K, Motor Coordination:

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in typing and shorthand are mostly A's.
- My grades on shop projects are mostly A's.
- I excel in activities which require excellent motor coordination, such as gynmastics, golf, ping-pong, swimming, or baton twirling. I have received awards for recognition for such activities.

Level 2: "I rate myself in the top third but not the top ten percent of people my age."

- My grades in typing and shorthand are mostly B's.
- My grades on shop projects are mostly B's.
- I am considered good in sports which require coordinated use of the eyes, arms, hands and/or fingers, such as ping-pong, golf, swimming, basketball, baseball, and other sports.
- I am quite good in hobbies or activities which require good coordination, such as sewing, assembling models, knitting, crocheting, fine metal or wood working, painting, casting, drumming in a band or orchestra, or baton twirling.
- I have successfully held part-time or summer employment in jobs requiring good motor coordination, such as typing, cashiering, playground work, or installation or assembly work.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in typing and shorthand are mostly C's.
- My grades on shop projects are mostly C's.
- I am active and about average in one or more sports such as those listed under level 2, above.
- I am active and about average in one or more of the hobbies listed under level 2, above.
- I have successfully held part-time or summer employment in jobs requiring average motor coordination, such as delivering papers, taking care of lawns, or working at a drive-in.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in typing and shorthand are mostly D's
- My grades on shop projects are mostly D's.
- I can do physical work if it doesn't require fine coordination.
- I am not active in varsity sports or usually don't make the first team.
- The hobbies or activities I do best do not require fast and accurate use of my eyes and body in a coordinated manner.
- I have worked successfully in summer or part-time jobs which do not require fine coordination, such as washing cars, raking leaves, or doing general cleaning.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I am extremely awkward at most things I do.
- I have a physical handicap which prevents me from doing rapid or accurate hand work or other movements.

Aptitude F: Finger Dexterity

Definition

Finger Dexterity is the ability to move the fingers and work rapidly and accurately with small objects.

Explanation

Finger dexterity means the ability to use the fingers to perform such accurate tasks as surgery, dental work, typing and taking shorthand,playing a musical instrument, or doing fine work with hand tools. The aptitude is important to 28 or the 66 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Finger Dexterity.

Level 1: Extremely high (top ten percent of population): Surgeon, Oral Surgeon, Orthopedic Surgeon.

Level 2: High (top third of population, not including top ten percent): Dressmaker, Master Tailor, Instrumental Musician, Dentist, Veterinarian.

Level 3: Average (middle third of population): Commerical Photographer, Secretary, Telephone Operator, Surveyor, Airplane Pilot.

Level 4: Below average (lowest third of population, not including lowest ten percent): Dry-Cleaner Helper, General Laborer, Dairy Helper, Coin-Vending Machine Collector, General Farm Hand.

Level 5: Extremely low (lowest ten percent of population): No Worker Trait Groups require Finger Dexterity at this level.

Directions: Circle the level you estimate your aptitude to be.

Your Self-Estimate

Clues related to each level of Aptitude F, Finger Dexterity:

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in shorthand, typing, industrial arts and home economics are mostly A's.
- I have received awards or recognition as an instrumental musician.
- I do expert work in one or more hobbies requiring fine finger work, such as needlework, wood carving, or sculpturing.

Level 2: "I rate myself in the top third but not the top ten percent of people my age.

- My grades in shorthand, typing, industrial arts and home economics are mostly B's.
- I play in the school band or orchestra.
- I make many of my own clothes.
- I am above average in one or more hobbies requiring fine finger work, such as model building, needlework, ceramics, or wood carving.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in shorthand, typing, industrial arts and home economics are mostly C's.
- I help make some of my clothes.
- I am about average in activities that require fine finger work, such as model building, needlework, ceramics, or jewelry making.
- I can repair things around the house such as broken extension cords, leaky faucets. or broken toys.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in shorthand, typing, industrial arts and home economics are mostly D's.
- I can mend my clothes or adjust hems.
- I can do such tasks as refinishing furniture, picking berries, or preparing fruits, and vegetables for cooking.
- I am not very good at activities that require very fine work with the fingers, such as sewing, needlework, jewelry making, or assembling small models.

Level 5: "I rate myself in the lowest ten percent of people my age."

- Doing fine work with my fingers is very difficult for me and I avoid it whenever possible.

Aptitude M: Manual Dexterity

Definition

Manual Dexterity is the ability to move the hands easily and skillfully, to work with the hands in placing and turning motors.

Explanation

Manual Dexterity means the ability to use the hands to perform such tasks as directing a band or orchestra, designing displays or exhibits, building models, working as a juggler or acrobat, making furniture, operating office equipment, or grooming pets. Although no Worker Trait Groups require this aptitude at level 1 (extremely high), it is required at other levels by 33 of the 66 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Manual Dexterity:

Level 1: Extremely high(top ten percent of population); No Worker Trait Groups require Manual Dexterity at this level.

Level 2: High (top third of population, not including top ten percent): Orchestra Leader, Instrumental Musician, Musical Entertainer, Juggler, Acrobat.

Level 3: Average (middle third of population): Interior Designer and Decorator, Key-Punch Operator.

Level 4: Below average (lowest third of population, not including lowest ten percent): School-Crossing Guard, Flagman, Armored-Car Guard, Detective, Ski Patrolman, Dog Catcher.

Level 5: Extremely low (lowest ten percent of population): No Worker Trait Groups require Manual Dexterity at this level.

Directions: circle the level you estimate your aptitude to be.

Your Self-Estimate

Clues related to each level of Aptitude M, Manual Dexterity:

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in physical education, home economics, and instrumental music are mostly A's.
- I am really good on one or more musical instruments.
- I have won awards in industrial arts or in art or craft work such as painting, carving, or sculpturing.

Level 2: "I rate myself in the top third but not the top ten percent of people my age."

- My grades in physical education, home economics, and instrumental music are mostly A's and B's.
- I make many of my own clothes and can cut out materials using a pattern.
- I play an instrument in the school band or orchestra.
- I do magic tricks or puppetry well enough to entertain an audience.
- I am good at activities such as juggling, judo, or gymnastics.
- I am good at using hand tools such as saws, screwdrivers, or paint brushes.
- I am good in such sports as volleyball, basketball, or tennis.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in physical education, home economics, and instrumental music are mostly B's and C's.
- I do odd jobs around the house, such as repairing extension cords or decorating and arranging my own room.
- I can do a good job of trimming shrubbery, preparing the soil and planting a garden, or using a power mower.
- I am active and about average in such sports as volleyball, basketball, tennis, or baseball.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in physical education, home economics, and instrumental music are mostly D's.
- I can use a hammer or pliers to make simple repairs and can use a paint brush or roller to paint a room.
- I am good at household tasks such as washing windows and polishing furniture.
- I am not very good in sports such as volleyball, basketball, tennis or baseball.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I am awkward at working with my hands.

Aptitude E: Eye-Hand-Foot Coordination

Definition

Eye-Hand-Foot Coordination is the ability to coordinate the movements of the hands and feet according to visual signals or observations.

Explanation

Eye-Hand-Foot Coordination is the ability to move the hands and feet in a coordinated way when a signal or other action is seen which indicates the need to react. It includes the ability to do such tasks as piloting a plane, driving a car or tractor, or operating a duplicating machine. This aptitude is important to 8 of the 66 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Eye-Hand-Foot Coordination:

Level 1: Extremely high (top ten percent of population): The only occupation listed in the DOT as requiring this aptitude at level 1 is that of Dancer.

Level 2: High (top third of population, not including top ten percent): Camp Counselor, Athletic Coach, Jockey, Pilot Instructor, Juggler, Auto Driving Instructor.

Level 3: Average (middle third of population): Taxi Driver, Coin-Vending Machine Collector, Bus Driver, Passenger Train Brakeman, Farm Equipment Operator.

Level 4: Below average (lowest third of population, not including lowest ten percent): Animal Caretaker, Meat Cutter, Duplicating Machine Operator, Drapery Hanger, Tree Pruner, Skin Diver.

Level 5: Extremely low (lowest ten percent of population): Airline Radio Operator, Toy Assembler, Picture Tube Installer.

Directions: Circle the level you estimate your aptitude to be.

Your Self-Estimate

Clues related to each level of Aptitude E, Eye-Hand-Foot Coordination:

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in physical education are mostly A's.
- I am advanced in ballet and other forms of dance and have performed as a soloist.
- I have won awards or recognition as a gymnast.
- I can play difficult music on the organ.
- I have won awards or special recognition for baton twirling.

Level 2: "I rate myself in the top third but not the top ten percent of people my age."

- My grades in physical education are mostly A's and B's.
- I am good at activities such as baton twirling, ice skating, bicycle riding or gymnastics.
- I am good at sports such as tennis, volleyball, and basketball.
- I have had dancing lessons and have done good work in dance recitals.

Level 3: "I rate myself about average or in the middle third of people my age."

- My grades in physical education are mostly B's and C's.
- I am in the marching band or a majorette.
- I can ride a bicycle easily or can operate a riding mower.
- I am average in sports such as tennis, volleyball, and basketball.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in physical education are mostly D's.
- It would be very hard for me to play an instrument and do marching formations at the same time.
- I am not active in basketball, volleyball, tennis or similar sports because I am not very good in them.
- I do things around the house and yard such as lawn mowing, gardening, bathing the dog or doing general housework.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I am very awkward at doing things that require coordinated use of eyes, hands, and feet, such as catching a ball, playing ping-pong, or being in a marching band.

Aptitude C: Color Discrimination

Definition

Color Discrimination is the ability to recognize similarities and differences in colors, to identify or match specific colors, and to select color combinations which go well together.

Explanation

Color Discrimination includes the ability to recognize harmonious or contrasting color combinations as needed in art work or decorating. It also includes the ability to recognize a particular color or shade as needed in chemical processing or developing photographs. Only 9 of the 66 Worker Trait Groups require color discrimination as a key aptitude.

Illustration

Examples of occupations in Worker Trait Groups which require different levels of Color Discrimination:

Level 1: Extremely high (top ten percent of population): Art Teacher, Art Director, Interior Designer and Decorator, Outside Display Designer.

Level 2: High (top third of population, not including top ten percent): Cosmetologist, Barber, Make-up Man, Cartoonist, Clothes Designer, Medical Illustrator.

Level 3: Average (middle third of population): Commercial Photographer, Motion Picture Cameraman, Choreographer, Stage Director.

Level 4: Below average (lowest third of population, not including lowest ten percent): Pharmacy Helper, Stock Clerk, Medical Technologist, Water-Purification Chemist.

Level 5: Extremely low (lowest ten percent of population): No Worker Trait Groups require Color Discrimination at this level.

__Directions__: __Circle__ the level you estimate your aptitude to be.

Your Self-Estimate

Clues related to each level of Aptitude C, Color Discrimination:

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in art are mostly A's.
- I have won awards for paintings or have sold some of my art work.
- I design my own clothes.
- I can easily tell differences between very similar tints and shadings of color.

Level 2: "I rate myself in the top third but not in the top ten percent of people my age."

- My grades in art are mostly A's and B's.
- I have designed some of my clothes.
- I am often asked to make posters for school activities or other events.
- I have selected the colors and the fabrics to decorate my own room, or other rooms in the house.
- I can almost always recognize differences in color tones or shades.

Level 3: "I rate myself about average, or on the middle third of people my age."

- My grades in art are mostly B's and C's.
- I take quite good pictures with my camera and can tell when colors are not sharp or clear.
- I plan my clothes so colors go well together.
- I have helped design scenery for a play.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in art are mostly C's and D's.
- I have never taken art as an elective subject.
- I usually need help when planning my wardrobe, to get colors [illegible]t go well together.
- I can tell the red from the green in a traffic light but often have trouble distinguishing colors which are not so bright and clear.

Level 5: "I rate myself in the lowest ten percent of people my age."

- I have trouble with school subjects like art, sewing, and science, which require the ability to recognize small differences in color or shading.
- I am color blind.

XI

APTITUDE SELF-ESTIMATE RECORD

APTITUDES		Lowest Third		Middle Third	Highest Third	
		10%	23%	33%	23%	10%
		Level 5	Level 4	Level 3	Level 2	Level 1
General	G					
Verbal	V					
Numerical	N					
Spatial	S					
Form Perception	P					
Clerical Perception	Q					
Motor Coordination	K					
Finger Dexterity	F					
Manual Dexterity	M					
Eye-Hand-Foot Coordination	E					
Color Discrimination	C					

XII

APTITUDE CHART

This chart lists WTG numbers in the left column. Find the numbers that match the three WTGs you chose in Part X (Work Site Selection Form). Circle them. Using a piece of paper or straight edge, look across from left to right at the aptitude levels for the WTGs you circled. How do the numbers (levels) in each box compare to the levels (1-5) you checked on the opposite page (Aptitude Self Estimate Record)? Discuss this with your teacher/counselor.

APTITUDE CHART

WTG #	G	V	N	S	P	Q	K	F	M	E	C
1.01	1-2	1-2									
1.02	2-3			2	2		2-3	1-2-3			2
1.03	2	2									
1.04	1-2-3	1-2-3			2-3	2-3	2	2	2	1-2	
1.05	2-3			2-3			2-3			1-2	
1.06	3			2-3	2-3		3	2-3	3		3
1.07	3	3									
1.08	3-4						3-4		3-4		
2.01	1	1		102	2	3	3				3
2.02	1	1-2	1-2	1-2-3	1-2-3			2-3	3		3
2.03	1	1-2	1-2	1-2	1-2		2-3	1-2			3
2.04	2-3		2-3	3	2-3	3-4	3	3	3		3
3.01	2-3	3	3	3-4		3-4					
3.02	3	3	3	3			3		3		
3.03	3-4	3-4			3-4		3-4	3-4	3	3-4	
3.04					3-4		3-4	4	3		
4.01	2-3	2-3			3-4	3					
4.02	3	3			3-4	4	3-4		3-4		
5.01	1-2	1-2	1-2	2	2-3						
5.02	2	2	2-3	2-3	3	3					
5.03	2-3	2	2-3	2-3	2-3	3	2-3	2-3	3		
5.04	2	2-3	2-3	2	2-3	3	3	3-4	3	3	
5.05	3		3	2-3	2-3		3	3	2-3		
5.06	3	3	3	3-4		3-4	3-4		3-4		
5.07	3		3-4	3	3				3-4		
5.08	3			3			3		3	3	4
5.09	3	3	3			3			3-4		
5.10	3		3-4	3	3		3	3-4	3		
5.11	3										
5.12				3-4	3-4		3-4		3		
6.01	3		3	3	3		3	3	3		
6.02	3	3-4	3-4	3		3-4	3-4	3			
6.03	3			3-4	3		3-4	3-4	3		
6.04				4	3-4		3-4	3-4	3		
7.01	2-3	2-3	3			2-3					
7.02	3	3	3			2-3					
7.03	3	3	3			3		3-4			
7.04	3	3	3-4			2-3	3-4				
7.05	3	3	3-4			2-3		3-4			
7.06	3					2-3	2-3	3	3-4		
7.07	3-4	3-4				3		3-4	3-4		
8.01	2-3	2-3	2-3		3	3					
8.02	3	3	3			3					
8.03	4	4	3-4					3-4	3-4		
9.01	3	3				3-4					
9.02	3	3		3	2-3		2	3	3		3
9.03	3		3-4	3			3		3	3	
9.04	3-4	3-4	3-4			3-4	3-4	4	3-4		
9.05	3-4	3-4						4	3-4		
10.01	1-2	1-2	3								
10.02	2	2-3	2-3	3	3	3-4	3-4	3	3		3-4
10.03	3	3				3-4	3-4	3-4	3		
11.01	1-2	1-2	1-2	2		2					
11.02	1-2	1-2	3			2-3					
11.03	1-2	1-2	2-3			2-4					
11.04	1-2	1	1-3			3					
11.05	2	2	2-3			3					
11.06	2	2	2			2-3					
11.07	2	2	3			3					
11.08	1-2	1	3			3					
11.09	2	2	2-3			3-4					
11.10	2-3	2-3	3	3-4	3-4	3					
11.11	2-3	2-3	3		3-4	3					
11.12	2	2	3			3					
12.01	3	3-4		3-4	3-4	3-4	2	2	2	1	
12.02	3			2	3		2-3	2-3	2-3	1-2	

XIII

WORK SITE UPDATE FORM

After you have had some on-site experiences you may want to re-do your job choice process. You may follow the steps in your workbook, just as you did before (Work Activities Checklist, Work Situations Checklist, Interest Checksheet, School Subjects, Expressed Interest). Remember to complete your Matrix the second time using the bottom half of each box (⧄).

When you have gone through the Matrix, re-do the site selection process using the Work Site Learning Guides. Fill in all new information on the form that follows. You will want to discuss these with your teacher/counselor.

____

Work Trait Group# ______
WTG Title: ____________
____
____
____

Job Title	Site

Work Trait Group # ______
WTG Title: ____________
____
____
____

Job Title	Site

Work Trait Group # ______
WTG Title: ____________
____
____
____

Job Title	Site

III

WORK ACTIVITIES CHECKLIST

The first step in helping you decide where you are and want to be is to complete this checklist. Complete each number to show how you feel about activities of different jobs. For each activity circle the number on the right that shows how you feel about doing it. The numbers mean:

+2	Would like the activity very much.
+1	Would like the activity.
0	Neutral. Would neither like nor dislike the activity.
-1	Would dislike the activity.
-2	Would dislike the activity very much.

1. DEALING WITH THINGS AND OBJECTS

   Workers do physical work with materials. They often use tools, machines, or vehicles. They may pull, push, or lift. They may do more difficult tasks such as adjusting and controlling things. Also, workers may use knowledge and reasoning skills to make decisions. +2 +1 0 -1 -2

2. BUSINESS CONTACTS WITH PEOPLE

   Workers deal with others in many different situations. They set up business meetings to sell, buy, talk, listen, promote, and bargain. To follow through workers organize, trade, or present ideas and facts about their products or services. +2 +1 0 -1 -2

3. ORGANIZED AND ROUTINE TASKS

   Workers usually repeat the same task many times. These tasks can typically be done in a short time. Workers are generally organized to get the most work done in the least time. In general, jobs and methods are set up ahead of time. The worker does not usually make decisions, rather he follows directions. +2 +1 0 -1 -2

4. HELPING PEOPLE

   Workers help to keep or improve the physical, mental, emotional, or spiritual well being of others. Workers need to speak and listen well. They may communicate simple ideas. They may also deal with complex principles of human growth to teach, train, or help others. Some workers may care for or train animals. +2 +1 0 -1 -2

5. RECOGNITION FROM OTHERS

Workers may lead, plan, control, or manage the work of others. Some workers may have jobs in acting, sports, art, or music. As a result, they gain status, recognition, or appreciation from others. In most cases, workers are involved at a high level with facts and people. +2 +1 0 -1 -2

6. COMMUNICATION OF IDEAS

Workers give ideas and information to others through writing, acting, music, or designing. They may inform others through radio or T.V. Workers may also be in direct contact with the people they inform. +2 +1 0 -1 -2

7. SCIENTIFIC AND TECHNICAL TASKS

Workers may do studies, evaluate, explain, and record scientific information. They may use scientific or technical methods, instruments, and equipment in their work. +2 +1 0 -1 -2

8. UNUSUAL AND CREATIVE TASKS

Workers use complex mental skills to create new knowledge or new ways to apply what is already known. They may solve difficult problems or design projects and methods. Workers may use new ways to express ideas, feelings, and moods. They may also use imagination to create ideas and objects. +2 +1 0 -1 -2

9. MACHINES AND PROCESSING

Workers may plan, schedule, process, control, direct, and evaluate data and things. There may be contact with people, but dealing with people is not important to the work. +2 +1 0 -1 -2

10. PRODUCING THINGS

Workers use physical skills to work on or make products. Often tools, machines, or measuring devices are used to make or change a product. Workers may build, repair, alter, or restore products. +2 +1 0 -1 -2

Look back over your rankings. Find the 3 activities you marked highest--you liked them best. List the numbers (to the left) of the activities in the boxes below in order.

☐ 1st choice

☐ 2nd choice

☐ 3rd choice

IV

WORK SITUATIONS CHECKLIST

This checklist is just like the last one except it asks about work situations rather than activities. Read each situation and mark the numbers on the right. On this checklist the numbers mean:

+ 2	Would like the situation very much.
+ 1	Would like to try the situation.
0	Neutral. Am not sure if I would like the situation.
- 1	Don't think I would like the situation.
- 2	Would not like the situation at all.

1. FREQUENTLY CHANGING DUTIES

Workers perform a variety of duties, often changing from one task to another. Many duties require workers to use different skills, knowledge, and abilities. They may need to use different methods or materials. They may also have to change work locations. In changing tasks, workers must be calm and keep doing a good job.

+2 +1 0 -1 -2

2. ROUTINE TASKS

Workers do the same tasks over and over. They may not change the tasks or the order in which they do them. Work assignments are short and follow a certain method or order. Very little judgment is required.

+2 +1 0 -1 -2

3. PLANNING AND DIRECTING

Workers plan, direct, or control an entire activity, project, or program. As leaders, they coordinate, supervise, and are responsible for the work of others. They make decisions and keep up-to-date on new information about their work.

+2 +1 0 -1 -2

4. DIRECT DEALING WITH PEOPLE

Workers deal directly with other people. They must deal with people at a higher level than giving or taking instructions. Workers must be pleasant and helpful in their contacts with people.

+2 +1 0 -1 -2

5. INFLUENCING OTHERS

Workers influence people by changing their thinking and behavior. Workers must be able to understand people and talk with them. They influence how people feel about a product, a service, or other people. This influence is made by providing new information or ideas in a direct or indirect way.

+2 +1 0 -1 -2

6. WORKING UNDER PRESSURE

Workers deal with situations involving possible danger and risk. Workers must have self-control and take action in unexpected or critical situations. This may also be involved with tasks where speed and close attention to detail create pressure.

+2 +1 0 -1 -2

7. USING JUDGMENT

Workers use personal judgment and the five physical senses to make decisions. No standard or right answers exist upon which to base the decisions. They are based upon the training, experience, or values of the workers.

+2 +1 0 -1 -2

8. RATING BY STANDARDS

Workers make decisions based upon information or standards that can be measured or checked. Facts and set procedures are used rather than personal judgment.

+2 +1 0 -1 -2

9. INTERPRETING

Workers use creative thinking to interpret and express feelings, ideas, or facts. Some workers focus on the way they communicate (such as speaking, singing, or acting). Others communicate through products, such as photographs, designs, songs, or paintings.

+2 +1 0 -1 -2

10. WORKING WITHIN LIMITS

Workers must pay strict attention to details. Tasks must be completed with accuracy within exact standards or time limits. The quality of the product or service is directly related to the performance of the workers. +2 +1 0 -1 -2

As you did on the last checklist, look over your ratings and pick out the 3 situations you like best. Use your ratings as a guide. Mark the number of your 1st, 2nd, and 3rd choices below.

☐ 1st choice

☐ 2nd choice

☐ 3rd choice

V.

INTEREST CHECKLIST

This checklist will help you decide what you like to do. Read each statement carefully and place a ✓ under the 'L' for Like, '?' for Not Sure or the 'D' for Dislike. There are no right or wrong answers so just mark each one exactly as you feel.

01.01

L ? D

Write short stories or articles ___ ___ ___
Edit work of writers ___ ___ ___
Write opinions of books or plays ___ ___ ___

01.02

Teach classes in oil painting ___ ___ ___
Carve figures of people or animals ___ ___ ___
Design artwork for magazines ___ ___ ___

01.03

Direct plays ___ ___ ___
Perform magic tricks in a theater ___ ___ ___
Announce radio or TV programs ___ ___ ___

01.04

Conduct an orchestra ___ ___ ___
Write music ___ ___ ___
Play a musical instrument ___ ___ ___

01.05

Create routines for dancers ___ ___ ___
Dance in a show ___ ___ ___
Teach dance ___ ___ ___

01.06

Fix damaged works of art ___ ___ ___
Carve designs in blocks for greeting cards ___ ___ ___
Design and paint signs ___ ___ ___

01.07

Analyze handwriting ___ ___ ___
Introduce acts in a circus ___ ___ ___
Guess weight of people at a carnival ___ ___ ___

01.08

L ? D

Model clothing ___ ___ ___
Pose for a fashion photographer ___ ___ ___
Be a stand-in for a television star ___ ___ ___

02.01

Develop chemical processes to solve problems ___ ___ ___
Analyze facts on weather ___ ___ ___
Develop ways to control air or water pollution ___ ___ ___

02.02

Study animal diseases ___ ___ ___
Develop ways to grow crops ___ ___ ___
Develop new ways to process food ___ ___ ___

02.03

Check and correct teeth ___ ___ ___
Check and treat sick animals ___ ___ ___
Give medical treatment to people ___ ___ ___

02.04

Prepare medicines by prescription ___ ___ ___
Study blood using a microscope ___ ___ ___
Test samples of gold or silver ___ ___ ___

03.01

L ? D

Manage a beef or dairy ranch ___ ___ ___
Run a commercial fish farm ___ ___ ___
Manage the use and development of forest lands ___ ___ ___

03.02

Supervise farm workers ___ ___ ___
Supervise a logging crew ___ ___ ___
Supervise a park maintenance crew ___ ___ ___

03.03

Train horses for racing ___ ___ ___
Feed and care for animals in a zoo ___ ___ ___
Bathe and groom dogs ___ ___ ___

03.04

Pick vegetables on a farm ___ ___ ___
Catch fish as a member of a fishing crew ___ ___ ___
Trim branches and limbs from trees ___ ___ ___

04.01

Direct police activities ___ ___ ___
Give tickets to speeding motorists ___ ___ ___
Enforce fish and game laws ___ ___ ___

04.02

Guard inmates in a prison ___ ___ ___
Guard money in an armored car ___ ___ ___
Fight fires to protect life and property ___ ___ ___

05.01

Plan and design roads and bridges ___ ___ ___
Design electrical equipment ___ ___ ___
Plan construction of a water treatment plant ___ ___ ___

05.02

L ? D

Direct operations of a power plant ___ ___ ___
Direct construction of buildings ___ ___ ___
Supervise operations of a coal mine ___ ___ ___

05.03

Survey land to make boundaries ___ ___ ___
Make drawings of equipment for technical manuals ___ ___ ___
Run a radio transmitter ___ ___ ___
Design and draft master drawings of automobiles ___ ___ ___
Direct air traffic from an airport control tower ___ ___ ___
Do water pollution tests ___ ___ ___

05.04

Pilot a commercial aircraft ___ ___ ___
Run a ferry boat ___ ___ ___
Be captain of an oil tanker ___ ___ ___

05.05

Build frame houses ___ ___ ___
Make and repair false teeth ___ ___ ___
Prepare and cook food in a restaurant ___ ___ ___
Plan, install and repair electrical wiring ___ ___ ___
Repair and overhaul autobiles ___ ___ ___
Set up and run printing equipment ___ ___ ___

05.06

Run generators at an electric plant ___ ___ ___
Run boilers to heat a building ___ ___ ___
Run water purification equipment ___ ___ ___

05.07

Inspect fire-fighting equipment ___ ___ ___
Check aircraft for mechanical safety ___ ___ ___
Grade logs for size and quality ___ ___ ___

05.08

L ? D

Drive a tractor-trailer truck ___ ___ ___
Run a locomotive ___ ___ ___
Drive motorboat to carry people ___ ___ ___

05.09

Ready items for shipment and keep records ___ ___ ___
Receive, store and send out merchandise ___ ___ ___
Write down amount and kind of cargo on ships ___ ___ ___

05.10

Develop film to produce negatives or prints ___ ___ ___
Fix small electrical appliances ___ ___ ___
Paint houses ___ ___ ___

05.11

Run a bulldozer to move earth ___ ___ ___
Run a crane to move materials ___ ___ ___
Run an oil drilling rig ___ ___ ___

05.12

Recap automobile tires ___ ___ ___
Run a copying machine ___ ___ ___
Clean and maintain office buildings ___ ___ ___

06.01

Set up and run a lathe to cut and form metal ___ ___ ___
Drill tiny holes in industrial diamonds ___ ___ ___
Hand polish lenses for glasses ___ ___ ___

06.02

Run a drill press ___ ___ ___
Run a power saw in a woodworking factory ___ ___ ___
Put refrigerators and stoves together in a factory ___ ___ ___

06.02 (con't.)

L ? D

Run a power sewing machine to make clothing ___ ___ ___
Run a dough-mixing machine for making bread ___ ___ ___
Put together electronic equipment ___ ___ ___

06.03

Check bottles for defects ___ ___ ___
Sort fruit by size ___ ___ ___
Test electronic parts before shipment ___ ___ ___

06.04

Run a grinding machine in a factory ___ ___ ___
Work on a factory assembly line ___ ___ ___
Run a machine that fills containers ___ ___ ___
Hand package materials and products ___ ___ ___
Assemble parts to make venetian blinds ___ ___ ___
Drive a fork-lift truck to move materials ___ ___ ___

07.01

Take dictation, type and handle business details ___ ___ ___
Search records to decide land ownership ___ ___ ___
Keep records on real estate sales ___ ___ ___

07.02

Keep charge account records ___ ___ ___
Keep time card records ___ ___ ___
Figure average weekly production from daily records ___ ___ ___

07.03

Receive and pay out money in a bank ___ ___ ___
Sell tickets at places of entertainment ___ ___ ___
Operate a cash register in a grocery store ___ ___ ___

07.04

L ? D

Answer questions at an information counter ___ ___ ___
Operate a telephone switchboard ___ ___ ___
Interview persons wanting to open checking accounts ___ ___ ___

07.05

Check typewritten material for errors ___ ___ ___
Keep up with worker records ___ ___ ___
Deliver mail to homes and businesses ___ ___ ___

07.06

Type letters and reports ___ ___ ___
Run a computer terminal to send or receive information ___ ___ ___
Run a billing machine to prepare customer bills ___ ___ ___

07.07

File office letters ___ ___ ___
Find and replace library books on shelves ___ ___ ___
Handstamp return addresses on envelopes ___ ___ ___

08.01

Sell telephone and other communication equipment ___ ___ ___
Sell newspaper advertising space ___ ___ ___
Select and buy fruits and vegetables for resale ___ ___ ___

08.02

Sell automobiles ___ ___ ___
Show products at a trade show ___ ___ ___
Sell articles at auction to highest bidder ___ ___ ___

08.03

L ? D

Sell articles from door to door ___ ___ ___
Sell candy and popcorn at sports events ___ ___ ___
Drive a truck to sell ice cream ___ ___ ___

09.01

Be a counselor for children at vacation camp ___ ___ ___
Greet and seat customers in a restaurant ___ ___ ___
Serve meals to airline passengers ___ ___ ___

09.02

Give haircuts ___ ___ ___
Style, dye and wave hair ___ ___ ___
Give scalp-conditioning treatments ___ ___ ___

09.03

Drive a bus ___ ___ ___
Drive a taxi cab ___ ___ ___
Teach automobile driving skills ___ ___ ___

09.04

Wait on tables in a restaurant ___ ___ ___
Park cars ___ ___ ___
Cash checks and give information to customers ___ ___ ___

09.05

Check passenger luggage ___ ___ ___
Help hotel guests get taxi cabs ___ ___ ___
Run a carnival ride ___ ___ ___

10.01

Plan and carry out religious activities ___ ___ ___
Work with juveniles on probation ___ ___ ___
Help people with personal or emotional problems ___ ___ ___

10.02

L ? D

Give nursing care to hospital patients ___ ___ ___
Plan and give physical therapy treatment to patients ___ ___ ___
Teach the blind to read Braille ___ ___ ___

10.03

Give hearing tests ___ ___ ___
Care for children in an institution ___ ___ ___
Ready patients for examination by doctor ___ ___ ___

11.01

Work with computers to solve problems ___ ___ ___
Collect and study numbers ___ ___ ___
Decide insurance rates ___ ___ ___

11.02

Teach courses in high school ___ ___ ___
Teach vocational education courses ___ ___ ___
Manage the library program for a community ___ ___ ___

11.03

Do research to develop new teaching methods ___ ___ ___
Do research to understand social problems ___ ___ ___
Review and analyze ecomonic data ___ ___ ___

11.04

Be a court judge ___ ___ ___
Help people with legal problems ___ ___ ___
Settle pay arguments between workers and their bosses ___ ___ ___

11.05

L ? D

Manage a department of a large company ___ ___ ___
Plan and direct work of a government office ___ ___ ___
Buy supplies and equipment for a large business ___ ___ ___

11.06

Look at records of money earned/spent to figure taxes ___ ___ ___
Decide whether or not to loan money ___ ___ ___
Buy and sell stocks and bonds for people ___ ___ ___

11.07

Be in charge of a large hospital ___ ___ ___
Be the principal of a school ___ ___ ___
Be in charge of a museum ___ ___ ___

11.08

Write news stories for TV reports or newspapers ___ ___ ___
Broadcast news over radio or TV ___ ___ ___
Be in charge of a newspaper ___ ___ ___

11.09

Plan advertising programs for an organization ___ ___ ___
Raise money for a non-profit group ___ ___ ___
Speak to Congressmen in Washington about passing a law ___ ___ ___

11.10

Direct investigations to enforce banking laws ___ ___ ___
Inspect work areas to find unsafe working conditions ___ ___ ___
Inspect cargo to enforce custom laws ___ ___ ___

11.11

	L	?	D
Manage a hotel or motel			
Be in charge of a branch office of an insurance company			
Manage a grocery, clothing or other store			

11.12

	L	?	D
Check into/settle insurance claims			
Obtain leases for outdoor advertising sites			
Sign up people to give concerts or perform plays in a theatre			

12.01

	L	?	D
Manage a professional baseball team			
Referee sporting events			
Drive in automobile races			

12.02

	L	?	D
Be a trapeze artist in a circus			
Do stunts for movie or TV scenes			
Be a juggler			

Go back to the beginning of this Interest Checklist and find those items checked under the L. Choose the 5 you like best and star them in the left margin. Once you have 5 starred, then circle the number above each of these 5 items.

The last step is to make √s on the Interest Checksheet. It is the next page in your workbook. Place a √ beside the items that match the 5 numbers you have circled. You should have 5√s on the checksheet when you are finished. Ask for help if you need it.

VI

INTEREST CHECKSHEET

	No.	Title
___	01.01	Literary Arts
___	01.02	Visual Arts
___	01.03	Performing Arts: Drama
___	01.04	Performing Arts: Music
___	01.05	Performing Arts: Dance
___	01.06	Technical Arts
___	01.07	Amusement
___	01.08	Modeling
___	02.01	Physical Sciences
___	02.02	Life Sciences
___	02.03	Medical Sciences
___	02.04	Laboratory Technology
___	03.01	Managerial Work: Nature
___	03.02	General Supervision: Nature
___	03.03	Animal Training & Care
___	03.04	Elemental Work: Nature
___	04.01	Safety & Law Enforcement
___	04.02	Security Services
___	05.01	Engineering
___	05.02	Managerial Work: Mechanical
___	05.03	Engineering Technology
___	05.04	Air & Water Vehicle Oper.
___	05.05	Craft Technology
___	05.06	Systems Operation
___	05.07	Quality Control
___	05.08	Land Vehicle Operation
___	05.09	Materials Control
___	05.10	Skilled Hand & Machine Work
___	05.11	Equipment Operation
___	05.12	Elemental Work: Mechanical
___	06.01	Production Technology
___	06.02	Production Work
___	06.03	Production Control
___	06.04	Elemental Work: Industrial
___	07.01	Administrative Detail
___	07.02	Mathematical Detail
___	07.03	Financial Detail
___	07.04	Information Processing--Speaking
___	07.05	Information Processing--Records
___	07.06	Clerical Machine Operation
___	07.07	Clerical Handling
___	08.01	Sales Technology
___	08.02	General Sales
___	08.03	Vending
___	09.01	Hospitality Services
___	09.02	Barbering & Beauty Services
___	09.03	Passenger Services
___	09.04	Customer Services
___	09.05	Attendant Services
___	10.01	Social Services
___	10.02	Nursing & Therapy Services
___	10.03	Child & Adult Care
___	11.01	Mathematics & Statistics
___	11.02	Educational & Library Services
___	11.03	Social Research
___	11.04	Law
___	11.05	Business Administration
___	11.06	Finance
___	11.07	Services Administration
___	11.08	Communications
___	11.09	Promotion
___	11.10	Regulations Enforcement
___	11.11	Business Management
___	11.12	Contracts & Claims
___	12.01	Sports
___	12.02	Physical Feats

VII

SCHOOL SUBJECT CHART

Your next task is to give the school subjects that you like. On the following pages is a long list of all school subjects. Beside each subject is a group of numbers. These numbers match with groups of jobs and the traits or characteristics of the jobs. The numbers match with Worker Trait Groups. Your TEACHER/COUNSELOR can explain these if you like but you will see what they are as you use them later. They are abbreviated by WTG and we will use them alot.

Review the list of subjects on the following pages and find the one you like best and the one you like second best. The subjects have been grouped by areas to make it easier for you. Once you have picked out your first and second choice subjects record them in the blanks below. The blanks also ask you to list the WTG numbers that are just to the right of your subjects. Fill in both the subject and the WTG numbers.

SCHOOL SUBJECTS

FIRST CHOICE: ______________________________

Related WTG numbers: ______________________________

____

____

SECOND CHOICE: ______________________________

Related WTG numbers: ______________________________

____

____

SCHOOL SUBJECT LIST

AREAS AND SUBJECTS	WTG NUMBERS
Language:	
1. Language Skills	1.01, 1.03, 3.01, 3.02, 4.01, 7.01, 7.04, 7.05, 7.07 8.01, 8.02, 8.03, 9.01, 10.01, 11.02, 11.03, 11.04, 11.05, 11.07, 11.08, 11.09, 11.10, 11.11.
2. Literature	1.01, 1.03, 11.02.
3. Composition	1.01, 2.01, 2.02, 11.02, 11.03, 11.07, 11.08, 11.12.
4. Speech	1.03, 1.07, 11.01, 11.02, 11.04, 11.05, 11.07, 11.09.
5. Foreign Language	11.02, 11.08.
Mathematics:	
6. Basic Mathematical Skills	3.01, 3.02, 5.03, 5.05, 5.06, 5.07, 5.08, 5.09, 5.10, 6.01, 6.02, 6.03, 7.01, 7.02, 7.03, 7.04, 7.05, 7.06, 8.01, 8.02, 9.04, 11.02, 11.05, 11.06, 11.07, 11.09, 11.10, 11.11, 11.12.
7. Algebra/Geometry	2.01, 2.02, 2.03, 2.04, 5.01, 5.02, 5.03, 5.04, 5.06, 11.01, 11.02.
8. Advanced Mathematics	2.01, 2.02, 2.03, 2.04, 5.01, 5.02, 5.03, 5.04, 11.01, 11.02
Science:	
9. Biology	2.02, 2.03, 2.04, 3.01, 3.02, 10.02, 11.02.
10. Chemistry	2.01, 2.02, 2.03, 2.04, 5.01, 5.02, 5.06, 10.02, 11.02.
11. Physics	2.01, 2.03, 2.04, 5.01, 5.02, 5.03, 5.04, 5.06, 11.02.
12. Earth/Space Science	2.01, 5.01, 5.04, 11.02.
Social Studies:	
13. History	11.02, 11.03, 11.04.
14. Government	4.01, 11.02, 11.03, 11.04, 11.05, 11.10.
15. Sociology	4.01, 10.01, 10.02, 11.02, 11.03, 11.04, 11.05, 11.07, 11.10.
16. Geography	2.01, 5.04, 11.02.

Health & Physical Education:

17.	Health	2.02, 2.03, 10.01, 10.02, 10.03, 11.02, 11.07, 12.01, 12.02.
18.	Physical Education	1.06, 1.08, 2.02, 4.01, 4.02, 11.02, 12.01, 12.02.
19.	Medical/Dental Technology	2.02, 2.03, 2.04, 5.05, 10.03, 11.02.
20.	Nursing Care	2.02, 2.03, 10.02, 10.03, 11.02.

Art:

21.	Studio Arts & Crafts	1.02, 1.06, 11.02.
22.	Drama	1.01, 1.03, 1.04, 1.05, 1.07, 1.08, 11.02.
23.	Music	1.01, 1.03, 1.04, 1.07, 11.02.
24.	Dance	1.03, 1.04, 1.05, 1.07, 1.08, 11.02.

Industrial Arts:

25.	Manufacturing	1.06, 5.01, 5.02, 5.03, 5.05, 5.07, 5.10, 5.12, 6.01, 6.02, 6.03, 6.04, 11.02.
26.	Product Services	5.01, 5.02, 5.05, 5.07, 5.10, 5.12, 8.02, 11.02.
27.	Transportation	5.01, 5.03, 5.04, 5.05, 5.07, 5.08, 5.11, 5.12, 9.03, 11.02.
28.	Construction	5.01, 5.02, 5.03, 5.05, 5.07, 5.10, 5.11, 5.12, 11.02.
29.	Communications	5.01, 5.02, 5.04, 5.05, 5.07, 5.10, 5.12, 7.06, 11.02.
30.	Energy/Power Systems	2.01, 5.05, 5.06, 5.07, 5.10, 5.12, 6.01, 6.02, 11.02.

Home Economics:

31.	Consumer & Homemaking	1.08, 2.03, 5.05, 5.12, 6.01, 6.04, 8.01, 9.01, 9.04, 9.05, 10.01, 10.02, 10.03, 11.02.
32.	Child Care	2.02, 2.03, 10.03, 11.02.
33.	Food Management	5.05, 5.10, 9.01, 9.04, 9.05, 11.02, 11.11.
34.	Clothing/Textiles/ Home Furnishings	1.06, 1.08, 5.05, 6.02, 6.04, 11.02.
35.	Institutional and Home Management	5.12, 9.01, 10.03, 11.02.

Agriculture:

36. Agriculture Production	2.02, 3.01, 3.02, 3.03, 3.04, 11.02.
37. Agricultural Services	2.02, 3.01, 3.02, 3.04, 11.02, 11.07.
38. Mechanics	2.01, 3.02, 3.04, 5.05, 5.08, 5.10, 5.11, 5.12, 11.02.
39. Agricultural Business	2.02, 3.01, 11.02, 11.05, 11.06, 11.09, 11.11.

Distributive Education:

40. General Merchandising and Marketing	7.03, 8.02, 8.03, 9.04, 11.02, 11.05, 11.09, 11.11.
41. Services	7.03, 7.04, 8.01, 8.02, 9.04, 9.05, 11.02, 11.11.
42. Finances	7.01, 7.02, 8.01, 11.02, 11.06, 11.12.

Office:

43. Accounting	7.02, 7.03, 7.06, 11.02, 11.06.
44. General Clerical	5.09, 5.12, 7.01, 7.02, 7.04, 7.05, 7.07, 11.02.
45. Secretarial & Typing	7.01, 7.05, 7.06, 11.02.
46. Data Processing	7.06, 11.01, 11.02.

Technical and Industrial:

47. Air Conditioning/ Refrigeration	5.05, 11.02.
48. Appliance and Small Engine Repair	5.05, 5.10, 11.02.
49. Automotive Services/ Diesel	3.04, 5.05, 5.08, 5.10, 5.12, 11.02.
50. Commercial Photography. Graphic Art	1.02, 1.06, 5.05, 5.10.
51. Construction/Maint.	3.04, 5.02, 5.05, 5.10, 5.11, 5.12, 11.02.
52. Drafting	1.06, 5.03, 11.02.
53. Electrical/ Electronics	5.05, 5.06, 5.10, 6.01, 11.02.

AREAS AND SUBJECTS	WTG NUMBERS
54. Metalworking	5.05, 5.10, 5.12, 6.01, 6.02, 6.03, 6.04, 6.05, 11.02.
55. Personal Services	9.02, 9.05, 11.02.
56. Food Preparation	2.02, 5.05, 5.10, 9.01, 9.04, 9.05, 11.02, 11.11.
57. Textiles/Leather/ Upholstering	1.06, 5.05, 6.01, 6.02, 6.03, 6.04, 11.02.
58. Woodworking	1.06, 5.05, 5.10, 6.02, 11.02.

VIII

MATRIX

You have now completed:

Work Activities Checklist
Work Situations Checklist
Interest Checksheet
School Subject Chart

You need to get all this information together on a single chart. This chart (called a matrix) will be used to plan your job placements and school program. This will help to make sure both your job placements and your school program are related to where you have been, where you are, and where you really want to go.

First, look at the matrix. It looks complicated but is really easy to use. If your teacher/counselor has spare copies use one of them or tear the MATRIX (Section VIII) out of this book (it will be a lot easier to use if it is not in your book). Put your name in the blank in the upper right hand corner. We are going to work on the left side of the chart first, using the area labeled A. Work Activities. Look in your workbook at the Work Activities Checklist (Section III) you have already done. Find the 3 choices you listed at the end. On the matrix, circle the names of these 3 choices. In the top half of the square (⧄) below each circled name write 1, 2, or 3 to show 1st, 2nd, or 3rd choice. When you have circled the name and filled in the 3 boxes with 1, 2, or 3, draw a long line down each of the 3 columns to the bottom of the page. The line will go through a lot of dots in the column. When you get this far you should have:

A) The three names circled
B) a 1, 2, or 3 in the squares and
C) a long line down 3 columns (reaching the bottom of the page)

You are now ready to complete the area called B. Work Situations, on the matrix. Return in your book to section IV and find the Work Situations Checklist. Once again, look at the end of that checklist for your top three choices and put them on your matrix. First, circle the names of your 3 choices. Then write the numbers 1, 2, or 3 to show 1st, 2nd, and 3rd choice (in the top half of the box). Last, draw a long line down those 3 columns to the bottom of the page.

Now find the Interest Checksheet (Section VI) completed earlier in your workbook. On the matrix in column C. Interest Checksheet, put a ✓ in the boxes that line up with the 5 WTGs you marked in Section VI. As before, use only the top half of each square for your ✓.

The next piece of information you need to put on the matrix is School Subjects. This column is labeled D on the matrix. Go back in your workbook to Section VII where you listed your two favorite subjects and their WTG numbers. On the matrix put a check (in column D) beside every one of the WTG numbers that you listed under subject choices. You could have as few as 2 numbers to check or as many as 50 depending on your favorite subjects. At this point you have completed most of the matrix.

Following the matrix is a listing of all the WTG numbers and titles (Workbook - Section IV). For each, a brief explanation is included. There are almost 70 of them. Take time to read them over and then pick out the 5 that seem most interesting to you. You may want to circle the numbers of the 5 you like best as you read. Place a ✓ beside those 5 WTG numbers and titles on the matrix (use the column labeled E. Expressed Interests).

You are now ready to complete column F on your matrix. Begin with the first WTG (which is 01.01 Literary Arts) and look (left) across the first row. Count the number of dots you drew lines through and the number of ✓s in this row. Use a piece of paper or a straight edge to help you line up each row. Add up the marked dots and ✓s (for each WTG) across each row. Write each total number (marked dots and ✓s) in column F.

You are now ready to complete the last column on the matrix, Column G. WTG Choices. If the number in the totals column is (on or between) 7-10 put a star (*) in the top half of the box in the WTG choices column. If the total was 4 to 6, put a question mark (?). If the total was 3 or less just leave the box blank. You have now finished the matrix! Be sure to ask questions if you are not certain about something.

In this process you have considered your interests in several ways. The WTGs you marked with a * (high interest) or a ? (probable interest) are the ones you most likely will enjoy. Each WTG will lead you to a group of jobs. You and your teacher/counselor will use this matrix, the WTGs and other information as guides in picking possible job sites for you to try.

As you and your teacher/counselor talk about your job placement, you may want to review the WTG descriptions (Section IX of your workbook) to be sure they still seem interesting to you. You may also want to look at other books like the Guide to Occupational Exploration to find specific job titles that go in each group. Talk with your teacher/counselor.

Keep your matrix or store it as asked by your teacher/counselor. Later on you will need it to review or reconsider your choices. You will use the same form and steps (except you will mark the bottom half of each box) on the matrix if you fill it out a second time.

XIV

SITE PLACEMENT RECORD

Once you have had a work site assigned, you can complete part of this record form. Fill in the site, job title, date started, and supervisor's name from the Work Site Learning Guide or your teacher/counselor. As you work you may want to add notes about times, lunch, dress, or directions. When the assignment is completed, you can add the "date ended" on your record.

XIV

SITE PLACEMENT RECORD

Site	Job Title	Supervisor's Name	Date Started	Date Ended	Notes

XV

SITE VISIT

This form will be completed by your teacher/counselor. Every time your teacher/counselor contacts the work site supervisor or visits your site, a record will be made. You may talk with your supervisor and your teacher/counselor about these notes if you wish.

SITE VISIT & EVALUATION FORM

Date of Visit	Comments

XVI

EMPLOYABILITY SKILLS

This checklist is to help your teacher/counselor develop an individual plan for your education. You need to read through the items and place a (✓) in the column to the right of each question. If you can already do the task mark yes. If you don't think you can do the task, mark no. If you are not sure, mark that column.

If you are a junior in high school, complete only the first half (labeled Level 1). If you are a senior in high school complete all of the items (both Level 1 and Level 2).

XVI

EMPLOYABILITY SKILLS CHECKLIST--LEVEL ONE

Do you/Can you . . .	Yes	No	Not Sure
1.1 list in order the careers you are most interested in?			
1.2 list 3 worker trait groups that match your career interests?			
1.3 list general education requirements for 3 job groups (WTGs) that match your career interests?			
1.4 list things which influence your lifestyle and how these things affect career choices (for example, your friends or the neighborhood in which you live)?			
1.5 see how your opinion of yourself influences your ability to be good at your job?			
1.6 describe how risk-taking affects your career choices?			
1.7 tell the kinds of/and how many job risks you are willing to take in choosing a career?			
1.8 describe what you most hope to get from your job (i.e., money, power, pride)?			
1.9 describe, in general, what is required in 3 WTGs related to your career interests?			
1.10 describe the physical conditions you would agree to have in a work situation (for example, loud or quiet? outdoors or indoors?)?			
1.11 describe the work hours you would agree to (for example. nine to five, night shift, weekends)?			
1.12 describe where you prefer to work (in the city, out in the country, in a neighborhood suburb, close to home)?			

		Yes	No	Not Sure
2.1	clearly define problems or decisions you have to make?			
2.2	find different ways to solve your problems or make decisions?			
2.3	tell how and where to collect information to help you make decisions?			
2.4	understand and use information you collect?			
2.5	make a decision and then figure out a plan to meet your goals or solve your problems?			
2.6	review and update your plans regularly?			
3.1	list/describe ways to find out where job openings are?			
3.2	use employment guides to find work or job openings?			
3.3	choose 3 jobs you might want that match your abilities, interests, education and experience?			
3.4	find and use information which will help you predict how many jobs there will be (in which you are interested) at the local, state and national level?			
3.5	know where and how to find information on getting money for education and training?			
3.6	know places which allow you to gain work experience/skills (for example, Explorers, Jr. Achievement, CETA)?			
4.1	write a letter of application for a job?			
4.2	fill out a job application?			
4.3	write a resume/vita (formal list of education and job experiences you have already had)?			

		Yes	No	Not Sure
4.4	tell the steps to follow in applying for a job?			
4.5	complete a W-4 tax form?			
4.6	describe how to get a social security number?			
4.7	describe how to get a work permit?			
5.1	describe some ways work hours are assigned by businesses?			
5.2	describe the correct steps to take when you are too ill to report to work or when you get sick at work?			
5.3	describe the correct steps to take to apply for vacation or annual leave?			
5.4	decide how bosses in different jobs and businesses expect you to act toward your work or behave on the job?			
5.5	describe what you should do when you have a work problem on the job?			
5.6	explain how to 'deal with' problems with other employees on the job?			
5.7	describe why you need to be willing to make changes and to adjust in a work situation?			
5.8	tell how your own habits, behaviors and feelings affect others?			
6.1	describe what the safety rules are in a work situation?			
6.2	describe what steps to take if there are unsafe working conditions at a job site?			
6.3	know about 'employee rights' and discrimination (unfair treatment) in terms of sex, race and age?			

	Yes	No	Not Sure
6.4 explain what you should do if you feel you have been unfairly treated on the job because of sex, race or age?			
6.5 describe what union or professional group matches specific job areas?			
7.1 read and understand a pay statement or pay stub?			
7.2 describe how overtime pay is figured out?			
7.3 use your basic math skills to figure the exact amount of overtime pay you get?			
7.4 tell what 'compensatory time' means?			

XVI

EMPLOYABILITY SKILLS CHECKLIST--LEVEL TWO

	Yes	No	Not Sure
Can you . . .			
1.13 name 3 jobs that match your career interests?			
1.14 list the education you need for 3 jobs which match your career interests?			
1.15 list the tasks and duties of 3 jobs that interest you?			
1.16 describe 3 jobs of interest to you which have similar education and experience requirements?			
1.17 describe specific things that are required for 3 jobs which match your career interests?			
1.18 describe types of extra benefits you want in a job (for example, retirement or vacation)?			
1.19 describe the future need for 3 specific jobs which interest you?			
1.20 describe the things you would think about in choosing the area (part of town/section of the country) where you want to work?			
2.7 clearly state problems or decisions you have to make?			
2.8 find different ways of solving your problems or making decisions?			
2.9 tell how and where to get information to help you make decisions?			
2.10 understand information you collect?			
2.11 decide to do something and make a plan to meet your goals or solve your problems?			
2.12 review and update your plans regularly?			

Can you . . . ?		Yes	No	Not Sure
3.7	describe an occupation (job) ladder for your career that shows steps or levels for moving up (for example, stock boy- sales clerk- floor manager- store manager- vice president)?			
3.8	write a plan for getting any education, training, or experience you need for a specific job?			
3.9	find one job to enter as a first step in your career?			
3.10	list the pros and cons (advantages and disadvantages) of different job-finding sources (for example: private employment agency. pro = help you find a job quicker; con = charge you a high fee)?			
3.11	choose the best sources for finding the type of work in which you are interested?			
3.12	list regional or geographic areas where you might find the job you are looking for?			
4.8	describe any union or professional group that you would have to join to get the specific job you want?			
4.9	tell how to become a member of a professional group or union which is related to your specific job?			
4.10	describe how to set up an appointment for a job interview?			
4.11	describe the way you should act during a job interview?			
4.12	describe the way you should dress for a job interview?			
4.13	respond correctly to questions during a job interview?			
4.14	list questions which would be proper to ask during a job interview?			

Can you . . .	Yes	No	Not Sure
6.6 describe state and national laws and regulations about labor or taxes which might affect jobs (for example, Workmen's Compensation, Social Security, etc.)?			
6.7 tell when you would be able to get the federal (national) minimum wage?			
6.8 describe how to file a complaint in a specific work situation (for example, report to a union steward and then ...)?			
7.5 describe how salary or wages are figured for a specific job?			
7.6 describe how fringe benefits are figured for a specific job?			
7.7 figure out the amount of sick leave you have earned in a given situation?			
7.8 add the number of vacation days you have earned in a given work situation?			
8.1 describe how to find out about new job openings?			
8.2 give reasons employers promote employees and give them raises (for example, "seniority" or number of years with the company, experience, attitude) in a specific work situation?			
8.3 describe how to apply for a promotion in a work situation?			
8.4 describe how to apply for overtime in a work situation?			
8.5 explain how to ask for a raise in pay in a specific work situation?			
8.6 describe how businesses regularly evaluate (grade) employees in a specific work situation?			

Can you . . .	Yes	No	Not Sure
8.7 describe what types of additional education, training, and experience are needed for growth in a specific work situation?			
8.8 describe how to avoid being unhappy with your job ('work alienation')?			
8.9 identify reasons that people want or are forced to change jobs?			

XVII

FUNCTIONAL LIFE SKILLS

This set of materials is very much like the Employability Skills. Read through the items. Once again, check the "yes" "no", or "not sure" blank to the right of each question. Both juniors and seniors should do all of this set. Ask if you have questions.

XVII

FUNCTIONAL LIFE SKILLS CHECKLIST

Consumer Economics

Do you know . . .		Yes	No	Not Sure
1.1	what a budget is?			
1.2	how to decide what things you need to consider in a budget?			
1.3	how to plan a personal budget?			
2.1	how to figure cost of goods and services and how to figure change?			
2.2	how to use other methods of buying besides using cash?			
2.3	what services banks have and how to use them?			
2.4	how to buy car insurance?			
2.5	how to buy health insurance?			
2.6	how to buy life insurance?			
2.7	what sales tax is and how it is collected?			
3.1	how to decide clothing sizes?			
3.2	how to use different types of measurement (for example, inches, feet, yards, meters, unit costs)?			
3.3	how to measure liquids (pints, quarts, liters)?			
3.4	how to decide where to go to buy different goods and services?			
3.5	how to place orders?			
3.6	how to compare goods and services when shopping?			
4.1	how to take care of personal belongings so you get full use of them?			
4.2	how to decide what goods are best to buy (consider price and how long they will last)?			
4.3	basic principles of crime prevention?			
5.1	what tricks are used in advertising to convince you to buy certain goods or services?			

Consumer Economics
(continued)

Do you know . . .	Yes	No	Not Sure
5.2 what your rights are as a consumer (buyer/user)?			
5.3 how the amount of goods or services you can use (supply) and the demand for those goods by others affect the cost?			
5.4 what you can do to conserve resources?			

Health

Do you know . . .	Yes	No	Not Sure
1.1 the signs of illness which require professional attention?			
1.2 the many types of medical care centers and services there are in your community?			
1.3 how and why to follow medical instructions?			
1.4 how to explain information about health problems to others?			
2.1 basic reasons for keeping good health?			
2.2 basic principles of good nutrition (healthy eating)?			
2.3 the relationships between drugs and health?			
3.1 the physical and emotional effects of pregnancy and the health needs of a pregnant mother and her unborn child?			
3.2 steps to take in family planning?			
3.3 how to raise a physically and mentally healthy child?			
3.4 the special health needs and concerns of youth/adolescents?			
4.1 possible health hazards found in the home?			
4.2 how to use safety measures and equipment in case of emergencies?			
4.3 when and how to give first aid?			
4.4 who to call in emergencies and how?			

Community Resources

Do you know . . .	Yes	No	Not Sure
1.1 the types of recreational areas resources that are found in your community?			
1.2 how to plan/schedule activities in order to use these areas?			
1.3 what equipment or rules you need to know about to take part in recreational activities?			
2.1 the agencies in your community that give public service information?			
2.2 how to get and use information from community agencies?			
2.3 which agencies to contact to get the types of community information you need?			
3.1 which agencies/organizations provide community services?			
3.2 how to use the available community services?			
4.1 how to determine appropriate types of transportation?			
4.2 how to use a transportation schedule?			
4.3 how to figure fares and other costs of transportation?			
4.4 how to read a transportation map?			
4.5 how to make reservations (motel, etc.) and other travel arrangements?			
4.6 how to operate a vehicle legally and safely?			
4.7 how to get the necessary forms to drive a vehicle, travel from one country to another, etc.?			

Community Resources

(continued)

Do you know . . .	Yes	No	Not Sure
4.8 understand time zones and daylight savings time?			
4.9 the public problems associated with modern transportation?			

105

Government and Law

Do you know . . .

		Yes	No	Not Sure
1.1	what the composition of the legislative branch of the government is and how it operates?			
1.2	what the executive branch of government is and how it operates?			
1.3	what the judicial branch of government is and how it operates?			
1.4	how the three branches provide a system of checks and balances on one another?			
1.5	the different branches of state government and how they operate?			
1.6	the different agencies in the local (county or city) government and how they operate?			
1.7	ways in which federal, state and local governments work together?			
2.1	what to do to be a well-informed voter?			
2.2	what your constitutional rights are?			
2.3	how you and other individuals can influence governmental policy?			
2.4	what your responsibilities are to other citizens and the government?			
3.1	how the judicial system operates?			
3.2	how the prison or penal system operates?			
3.3	when and how to hire a lawyer or get other types of legal aid?			
3.4	what rights a person who is arrested has and what happens when a person is arrested?			

Government and Law

(continued)

Do you know . . .	Yes	No	Not Sure	
4.1 what types of taxes exist and how they are collected?				
4.2 what services are provided to individuals by taxes?				
4.3 the purpose of social laws				

READING AND MATH SKILLS INVENTORY

These two tests are to find out what you already know. Your teacher/counselor will plan a program to help you with those things you do not know. Read through and complete each item. No one will be expected to know all of the items. Begin the reading and math skills inventory when your teacher/counselor tells you to start. Listen to his/her directions and follow them carefully.

READING SKILLS INVENTORY

Instructions

Here are some sentences with missing words. A blank with a number shows a word is missing. Four words that might go in the blank are given below with the same number. The missing word is chosen from the words under the corresponding number. Show the word you think makes most sense in the blank by marking an X beside the correct word. The following is an example which shows that the correct word is "nickel" and is marked by an X on the answer sheet. You try the next one.

Five cents is called a __1__. To stop a car you step on the __2__.

1
a) ___penny
b) ___quarter
c) _x_nickel
d) ___dollar

2
a) ___gas
b) ___brake
c) ___horn
d) ___cake

You should have marked an X beside the word 'brake.'

This is a timed inventory. You will have 13 minutes to answer the following questions. Do not mark your responses in this booklet. BEGIN.

What a difference there is between a bark and a growl! When a dog barks, he throws his head high. A bark is not a war cry. But when a dog growls, he _3_ his head. A growl may mean he is ready to fight. The dog must guard his throat when he fights another animal. If a dog comes barking to meet you, you are in no _4_.

3
a) ___heads
b) ___raises
c) ___lowers
d) ___looses

4
a) ___friend
b) ___safety
c) ___danger
d) ___house

Do you know that many farmers buy ladybugs for their gardens? Ladybugs never eat plants. They eat other _5_ that do eat plants.

Mr. Sam Quick sells ladybugs to _6_. Many men work for him. Mr. Quick's men look in trees for sleeping _7_. They sleep on cool tree leaves.

The men put sheets on the ground. Then they shake the _8_. When the ladybugs fall, the men pick up the _9_. The ladybugs are inside.

5
a)___plants
b)___ladybugs
c)___bugs
d)___ladies

6
a)___farmers
b)___gardens
c)___grocers
d)___housewives

7
a)___plants
b)___ladybugs
c)___farmers
d)___quietly

8
a)___trees
b)___sheets
c)___plants
d)___grass

9
a)___ladybugs
b)___trees
c)___plants
d)___sheets

Two million tons of coal burned every minute would not equal the ___10___ that the Gulf Stream gives forth in its Atlantic crossing. Without the Stream's warmth, England's pleasant green countryside would be as cold as Labrador, which is no further north than England. If this "river of blue" were cooled as much as fifteen ___11___, England, Scandinavia, Northern France, and Germany would probably become a region for the ___12___ only.

10	11	12
a)___heat	a)___inches	a)___heat
b)___cold	b)___degrees	b)___trees
c)___water	c)___months	c)___water
d)___river	d)___tons	d)___Eskimos

My interest in octopuses started a few years ago in Palm Beach. I watched a pair of ___13___ in two six-foot tanks at the Marine Biological Laboratory. With their tentacles ___14___, they were a couple of feet across. I was fascinated by the way they moved about, their miraculous way of changing color, the way they caught little crabs with a sudden flip of their ___15___, and by their almost human eyes that seemed amazingly intelligent.

Spiders, though not generally popular, are true friends of man, and scientists believe that human life could not survive without them; for a spider's life is devoted to snaring and devouring insects which might otherwise ___16___ and desolate the earth. It has been estimated that each year, the spiders in England and Wales destroy ___17___ more than equal in weight to the entire human population of that area.

13	14	15	16	17
a)___glasses	a)___off	a)___tentacles	a)___multiply	a)___web
b)___fish	b)___extended	b)___hands	b)___divide	b)___plants
c)___they	c)___invented	c)___feet	c)___fly	c)___animals
d)___them	d)___arms	d)___tails	d)___arrive	d)___insects

Among the most colorful sights in London are the soldiers in scarlet tunics and tall bearskin hats who do ___18___ duty outside Buckingham Palace and other royal ___19___. The Brigade of Guards is an example of spit-and-polish, parade-ground perfection. But though they exhibit the elegance of musical comedy soldiers, the Guards in time of war are chosen for some of the toughest front-line fighting jobs. Since 1660 they have taken part in almost every great campaign the British have fought. For three ___20___ the Guards' tradition of iron discipline has been a force in molding British character. Even under appalling ___21___, they have ___22___ set an example of flawless discipline.

18	19	20	21
a)___sightseeing	a)___carriages	a)___hundred	a)___conduct
b)___combat	b)___ceremonies	b)___centuries	b)___requests
c)___aviation	c)___residences	c)___decades	c)___conditions
d)___sentry	d)___relatives	d)___years	d)___selection

22
a)___never
b)___sometimes
c)___then
d)___always

The history of the protozoa, as microbiologist Roman Vishanic tells it, started with the formation of the earth, a process that scientists estimate began three or four million years ago. A whirling ball of gases torn from the sun gradually solidified in a pattern that placed the heaviest elements of our present chemical scale centrally and worked outward to the _23_, principally hydrogen and oxygen, the components of water; these intermingled and rose in blankets of _24_ many miles high. On the _25_ surface the continental platforms floated into place; the global covering gradually hardened and cooled so that it could receive the vaporous layer's endless precipitation as water, instead of reconverting it instantly to steam and sending it aloft again. When this happened, the heavy clouds, piled on each other mile after lofty mile, loosened their burdens like weary sponges; the skies were cleared by _26_ that lasted centuries, filling the ocean beds. All this for protozoa, Vishanic says happily, for life began in the _27_.

a)___heaviest	a)___wool	a)___sun's	a)___clouds	a)___sky
b)___lightest	b)___air	b)___earth's	b)___sunshine	b)___universe
c)___weakest	c)___heat	c)___moon's	c)___rain	c)___sea
d)___darkest	d)___clouds	d)___river's	d)___mist	d)___air

Based on a test developed by the U.S. Department of Labor, Manpower Administration

MATHEMATICS SKILLS INVENTORY

Instructions

On the next two pages there are 30 problems. The way you work these problems shows the best place for you to start work in the Mathematics Program. Very few people answer every problem correctly, so don't worry if you can't do every one.

Steps to Follow

1. Use scratch paper to figure out the answer to each problem.
2. After you work a problem, mark an X in the blank space next to the right answer. The right answer is always given as a choice, so if you cannot find the correct answer, work the problem again.
3. The following is an example which shows that the correct answer is "82" and is marked by an X on the answer sheet.

32 + 50 =

a)___80 c)_x_82

b)___72 d)___92

This is a timed inventory. You have 25 minutes to work the problems. The problems 1 through 10 count 5 points, problems 11 through 20 count 3 points, and problems 21 through 30 count 2 points. Do not mark your responses in this booklet. BEGIN.

1) 17 + 12 =

a)___29 c)___39
b)___ 5 d)___19

2) 14,500
75
3
+ 648

a)___14,926 c)___15,126
b)___16,226 d)___15,226

3) 69
-34

a)___35 c)___103
b)___24 d)___ 25

4) 16,041 - 3,256 =

a)___12,795 c)___12,885
b)___13,785 d)___12,785

5) 58 x 4 =

a)___2,032 c)___242
b)___ 232 d)___236

6) 8,030
x 74

a)___ 88,330 c)___594,222
b)___594,220 d)___592,120

7) There are 200 yards of barbed wire in each roll. There are 3 feet in a yard. How many feet of barbed wire in a roll?

a)___6000 feet c)___400 feet
b)___ 600 feet d)___ 67 feet

8) 6 $\sqrt{2,478}$

a)___243 c)___413
b)___313 d)___423

9) 8,508 ÷ 42 =

a)___202 r 24 c)___202 r 4
b)___ 22 r 24 d)___206 r 2

10) Ray bought a used car for $492.00. He paid for it in 12 monthly payments. How much was each payment?

a)___$46.00 c)___$51.00
b)___$41.00 d)___$35.00

11) $\frac{2}{3} + \frac{1}{6} =$

a)___ $\frac{4}{6}$ c)___ $1\frac{1}{6}$

b)___ $\frac{5}{6}$ d)___ $\frac{3}{18}$

12) $7 - 3\frac{1}{4} =$

a)___ $3\frac{1}{4}$ c)___ 4

b)___ $4\frac{3}{4}$ d)___ $3\frac{3}{4}$

13) $3\frac{1}{4} \times \frac{2}{3} =$

a)___ $2\frac{2}{12}$ c)___ $4\frac{7}{8}$

b)___ $2\frac{1}{6}$ d)___ $3\frac{11}{12}$

14) $32 \div \frac{1}{4} =$

a)___24 c)___128
b)___96 d)___ 8

15) Joe weighs 90 pounds. Jack weighs $\frac{2}{3}$ as much. How many pounds does Jack weigh?

a)___ 75 pounds c)___180 pounds
b)___135 pounds d)___ 60 pounds

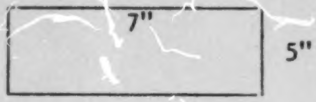
16) If Dave's bike will go 1 mile in 1½ minutes, how many miles will it go in 19½ minutes?

a)___12 miles c)___14 miles
b)___15 miles d)___13 miles

17) 4 ft. 10 in.
+1 ft. 7 in.

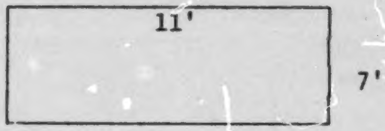
a)___3 ft. 3 in. c)___6 ft. 5 in.
b)___5 ft. 18 in. d)___6 ft. 7 in.

18) The perimeter of this rectangle is



a)___24" c)___12"
b)___35" d)___28"

19) What is the area of this rectangle?



a)___18 ft. c)___36 sq. ft.
b)___77 sq. ft. d)___78 sq. ft.

20) 9 lbs. 9 oz.
-6 lbs. 12 oz.

a)___2 lbs. 6 oz. c)___16 lbs. 6 oz.
b)___3 lbs. 12 oz. d)___ 2 lbs. 12 oz.

21) 53.2 + 2.25 =

a)___75.2 c)___45.45
b)___40.95 c)___55.45

22) 142.37 - 11.8 =

a)___140.03 c)___154.17
b)___130.57 d)___13.057

23) 54.2 x .20 =

a)___1.1839 c)___10.840
b)___108.40 d)___ 1.084

24) $.18\overline{)92.52}$

a)___5.14 c)___51.4
b)___514 d)___.514

25) Write $\frac{9}{32}$ as a decimal. Round your answer to the nearest hundredth.

a)___3.55 c)___.28
b)___2.81 d)___.29

26) 46% of 750 =

a)___360 c)___34.5
b)___355 d)___345

27) 40% of ______ is 12.

a)___4.8 c)___60
b)___30 d)___40

28) 167 is ___% of 248. Round your answer to the nearest whole percent.

a)___68 c)___66
b)___33 d)___67

29) At the end of the winter season, Lloyd's Ski Shop advertised an 18% discount on all skis priced at $59.00. What is the price?

a)___$58.00 c)___$49.16
b)___$48.38 d)___$48.50

30) Louis paid $250.00 for a used car. He had to pay $85.00 for repairs. What percent of the price he paid for the car was spent on repairs? Answer to the nearest tenth of a percent.

a)___ 3.4% c)___15.0%
b)___34.0% d)___ .3%

Based on a test developed by the U.S. Department of Labor, Manpower Administration

XIX

READING AND MATH SKILLS CHARTS

Your teacher/counselor will complete the following two charts. He/she will grade your test and then plan a learning program for you. Your learning program will be described briefly on these forms.

XIX

BASIC MATHEMATICS SKILLS CHART

TEST SCORE	POTENTIAL MATHEMATICS PROBLEM	LEARNING STRATEGIES TO ADDRESS BASIC SKILL NEEDS	COMMENTS ON RESULTS
0-60%	Adding, Subtracting, Multiplying, and Dividing WHOLE NUMBERS		
61-88%	Basic Arithmetic operations with FRACTIONS, DECIMALS, PERCENTAGES, and MEASUREMENT		
89-100%	No special problems. Math programs to be developed around PERSONAL INTERESTS and NEEDS		

XIX

BASIC READING SKILLS CHART

TEST SCORE	POTENTIAL READING PROBLEM	LEARNING STRATEGIES TO ADDRESS BASIC SKILL NEEDS	COMMENTS ON RESULTS
0-8	Sound-symbol Relationships Phonics		
9-14	Phonics Word Recognition Sentence Structure Paragraph Development Grammar		
15-20	Sentence Structure Vocabulary Comprehension		
21-25	Vocabulary Speed Comprehension Creative Writing		

XX

LEARNING ACTIVITY SHEET

Your teacher/counselor will complete several of the following forms for you. They are used to describe your learning program and the specific activities you will be doing. Some activity sheets will be done for you individually. A small group from your class may at times be given the same activities so you can work together. The whole class may even work together on an activity. The activity sheets are planned by your teacher/counselor (using the results of the 4 tests you took--employability skills, functional life skills, reading skills, and math skills) to teach you things you did not know. As your teacher/counselor finishes learning activity sheets, you will have a chance to talk about them and ask questions.

LEARNING ACTIVITY SHEET

Name____________________________________Work Site__________________________

Work Site Supervisor____

Check the categories covered in this activity:

____Employability Skills ____Functional Life Skills ____Reading ____Math

Learning Objective:____

Learning Activities:____

Resources:____

Evaluation:____

XXI

INDIVIDUALIZED EDUCATION PLAN

This form will be completed by your teacher/counselor. It is a summary of your learning plan. Your teacher/counselor will copy from your learning activity sheets the objectives and their starting dates. Once you have finished an activity sheet, your teacher/counselor will add the ending date. This is just a list of all your learning objectives or goals. These objectives really outline your personal learning program. Ask about it if you have questions.

Objectives	Starting Date	Ending Date

XXII

INSTRUCTOR/COUNSELOR: INDIVIDUAL APPOINTMENTS WITH STUDENTS

This form will be completed by your teacher/counselor. It is used to record meetings or visits you have with him/her. Information not already included in the Matrix, the Learning Objectives, or the Site Visit Record, etc., should be written here.

Date	Total Time of Session	Purpose	Results	Initials

XXIII

CAREER EXPLORATION GUIDE

You will be given a small booklet titled Career Exploration Guide. You will need to complete one of these guides for each job site placement. Take the booklet with you to your job site. Some of the blanks must be filled in there.

Complete pages 2-3 (based on the Work Site Learning Guide, the Dictionary of Occupational Titles, and the Guide for Occupational Exploration) before going to a job site. Also, check this with your teacher-counselor and have them sign the bottom of page 3.

Pages 4-8 concern your actual work site. They include some suggestions and some blanks for you to complete. You will need to meet with your work site supervisor and ask questions about his/her job to complete these pages.

The form on page 9 is for evaluations or reactions from you, your supervisor, and your teacher/counselor. It will list what the three of you thought (your reactions) about your job site.

The last page (page 10) is for you to evaluate your work site. It will be used to help in placing other students on the job.